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The Provisions of the Missouri
Public School Retirement System
The Provisions of Social Security

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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLII, NO. 4



THE COVER

Christmas is that wonderful time of the year when we wear our hearts in plain view as symbolized by the expression of the child on the first cover. Best of all, we remind ourselves as to the true meaning of Christmas. Our hearts are grateful, for Christmas is love, remembering, understanding and compassion. Photo: Massie, Mo. Resources Div.

Send all Contributions to the Editor

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Published monthly Sept. thru May at Columbia, Mo., by Missouri State Teachers Association. Entered as Second Class matter, Oct. 29, 1915, Postoffice at Columbia, Mo., under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103, Act of Oct. 3, 1917; authorized May 17, 1921. Annual membership dues \$4.00. Subscription to non-members, \$2.00 a year.

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SHOP SAFETY GUIDE

As an aid to teachers of trade and industrial shop subjects, a safety guide booklet has been published by the U. S. Department of Health, Education and Welfare. "School Shop—Learn Safe Work Habits Here!" discusses the value of safety in industry and outlines good work habits.

This 15-page booklet may be obtained at 10c a copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

GAME AND ACTIVITY BOOK

A new 56-page manual on planning parties and community celebrations for patriotic holidays has just been published by the National Recreation Association.

"Planning for Patriotic Holidays," is intended to be useful to teachers and others called upon to plan patriotic programs.

Columbus Day on October 12 and Veterans Day on November 11 are two of the seven major patriotic holidays for which background material is provided.

The manual is available at \$.65 from the National Recreation Association, 8 West Eighth Street, New York 11, N. Y.

HISTORY AND NOW

One of the best ways to develop interest in history, government and civics classes is to relate the material to current affairs. "Current Affairs and Social Studies" describes and illustrates how this may be done in junior and senior highschool courses.

The 32-page free pamphlet takes real problems in current history and relates them to the past on the principle that: history doesn't repeat itself, but historical situations recur. It generally refrains from judgements but proposes the teaching of concepts rather than mere facts.

Junior Town Meeting League, an organization sponsored by Wesleyan University for the encouragement of discussion by youth, offers single copies free to those who write league headquarters, 356 Washington St., Middletown, Conn.

TEN YEARS OF U.N.

The latest public affairs education pamphlet is "The United Nations—Ten Years of Achievement." Its chief aim is the exploding of myths damaging to the U. N. and a precise analysis and evaluation of the U. N.'s activities.

It is written by William A. DeWitt, formerly of the editorial staffs of North American Review, Reader's Digest and Cue, and produced in cooperation with the Institute for International Order.

The price of this 28-page booklet is \$.25. It may be obtained from the Public Affairs Committee, 22 East 38th St., New York, N. Y.

AIR FARMING

The events during Bob's vacation visiting his Uncle John, a flying farmer, serve to dramatize agricultural aviation in "The Farmer's Wings," a pamphlet-fiction published by the National Aviation Education Council.

Lena C. Hill and Dr. H. E. Mehrens wrote the well illustrated booklet for upper grade grammar school children. An outline of the functions of aviation in farming and ranching is included.

Single copies cost 50 cents each, 25 to 99 copies, 45 cents each and 100 or more, 35 cents. Make check payable to NAEC Materials of Instruction Committee, 1025 Connecticut Ave., N.W., Washington 6, D. C.

CAREER SCHOOL GUIDE

"Vocational School Guide" like its companion volume, "Lovejoy's College Guide," is designed to help students choose a career and tells where training may be obtained.

It classifies schools under major fields such as mechanical, scientific, clerical, artistic, musical and then under the states and cities where they are found. More than 6,500 schools are listed including courses, length and time of study, tuition costs and entrance requirements.

Lovejoy's college guide has been in use nearly two decades and is very popular among educators.

The directory costs \$1.95 paper bound and \$3.95 clothbound. Simon and Schuster are the publishers, 630 Fifth Ave., Rockefeller Center, New York 20, N. Y.

New Faculty Members

PLATO

Elementary: Ida Cook.

Highschool: Joe Bill Underwood, PS and CS; Hilda Deisher, HE and Bi; and Hazel Hartzog, M and GS.

MATTHEWS

Elementary: Fay Davis and Mrs. Ena Farris.

Highschool: Edna Wieland, E; and James Hinson, PE.

WINDYVILLE

Mrs. Martin T. Pope, elementary and highschool glee club; Mrs. Dorothy Steelman, elementary; Dale Lawson, elementary and coach; and Mrs. Donald Howard, E and M.

CARL JUNCTION

Mrs. Edith Williams, Mu; William Lyerla, M and Sc; Mrs. Maxine Goodwin, E and SS; Mrs. Cleo Frederick, VHE; Mary Jane Hicks, fifth grade, and Mrs. Maribeth Donart, 3rd grade.

BETHANY

Elementary: Mrs. Opal Woodcock and Mrs. Imo Jean Gantt.

Highschool: Paul De Paula, Sp, E; Robert Stephens, Sc and Bi; Bill Bayless, Coach, PE; Jerry Hix, SS; Tom Harrison, SS and Asst. Coach; Monte Adams, IA; Mrs. Elfa Wilson, E.

DONIPHAN

Mrs. Willie Lacy and Mrs. Reva Colley, elementary; Mrs. Louise Cotter, SS and E; and Donald Rhine, Art and World History.

WEST PLAINS

Elementary: Mabel Satterfield, Mrs. Ola Wilson, Doyle V. Williamson, Mrs. Carlene Williams, Mrs. Mary B. Rozell, Betty Jean Cureton and Reva Aspray.

Highschool: John Batten, Mrs. Posey Clarke, S. A. Douglass, Carol Eutsler, Mary Gum, Robert Heck, Carolyn Rohrman, Clara J. Smith and Carl M. Johnson.

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Mrs. Zelma Akes, Charles Campbell, Myles C. Grabau, Mrs. Myles C. Grabau, Robert Gryder, Lee Hoover, Mrs. Katherine Irvin, Miss Thelma Long, Arthur D. Matthews, Miss Elinor J. O'Connor, Mrs. Wanda Walker, Barbara R. Palling, Berndt G. Angman, John E. Perkins and Calvin R. Widger.

LEE'S SUMMIT

Elementary: Morris Shikles, principal; Betty Hunnington, Dorothy Mann, Thelma Young, Funston Eudy, Billy Acuff, Gladys Duncan, Myrtle Presson, Margaret Hale, Hildeth Huggins, Laura Mulnix, Joyce Rapp.

Highschool: Clifford Cravens, Margaret Kephart, Arthur Heffelfinger, Joyce Edwards, Mildred Rees, Margaret Stark.

CABOOL

Elementary: Billy Gene White, and Josephine Baltz.

Highschool: Mrs. Delpha B. Garrett, E and Latin; Lawrence Tabor, Alg and Sc; David Sippy, Asst. Coach; Joe Hubbell, principal; Kenneth Renner, IA, Alg and Trig; Janet McHan, HE.

SEYMOUR

Inez Franklin, seventh grade; Walter Hall, principal and Sc; John Grimm, coach and health; Harold Dunn, Mu and Missouri History; Earl Harrison, CS and IA; and Nancy Ippock, VHE.

ADRIAN

Don Kornhaus, coach; Mrs. Veta Zehnder and Walter Jacobs, elementary.

SOUTHEAST STATE COLLEGE

Jo Ann Amacker, PE; Dr. Allan Charles Erickson, education; Paul B. Frazier and Henry Pannuto, Jr., E; Ralph A. Harrison, assistant coach; P. L. Heye, Sc; Dr. Eleanor Huzar, H; E. Eugene Nutter, H; Letha Mae Rusk, Art; and Joanne Wade, Sc.

VANDALIA

Elementary: Mary Carol Gentry, James C. Lynch, Helen C. Reading, Martha Sue Taylor.

Highschool: Vincel R. Allee, Cecil A. Elliott, superintendent; Maybel S. Galligher, Helen D. Howell, Susanne S. Nasir, Charlotte K. Schwab, Richard L. Willey.

HUMANSVILLE

Elementary: Lero Tinsley, seventh and eighth grades, H and E; and Mildred Roberts, third grade.

Highschool: Lois Spear, E; Floyd McConnell, Sc and M; Katherine Thayer, HE; Leon Haynes, VA.

TROY

Charles Stubbs, IA and driver education; Mrs. Betty Martin, VHE; Jack Walz, coach and PE.

WILLIAMSTOWN

Elementary: Mary Frances Olsen and Mrs. Esther Carpenter.

Highschool: Ernest Reed, Sc and M; Carwin Bowen, SS and Ag; and Kyle Hayworth, PE and commerce.

STOVER

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Stephens College, Columbia, Missouri

American History Film

Another approach to the study of American History, and one which can be related to the film-strip series, is *History in Your Community* (Coronet Instructional Films, color or black-and-white, 14 minutes). With a concentration upon Centerville—a town of the Middle West—the narrator states that the "history of Centerville is part of the history of your country." After Bert presents an arrowhead to his teacher, she proposes questions concerning local Indians, early settlers and the growth of the community and organizes the class into six small groups to explore the history of Centerville. One group consults the encyclopedia and a recognized state history, another confers with an elderly resident in her home, while others visit the local cemetery, examine old newspapers, gather maps and photographs and assemble small antiques for a display. An old coffee grinder provides a cinematographic transition to the business center of a community in 1910, where the apothecary, general store and nickelodeon are shown.

The motion picture has appeal to teachers and students. Teachers will find the presentation of field trips, displays and coordinated activities interesting and informative, and students can discover the techniques of original research in American history through applications in their own community.

Yale Filmstrips

Enrichment of instruction in American History is enhanced through production of the *The Pageant of America Filmstrips* (Yale University Press Film Service, New Haven, Connecticut). Initiated two

years ago, eighteen of the thirty units have been completed, and it is anticipated that the remaining twelve will be ready for distribution this year.

Among the filmstrips now available are *European Explorers Discover a New World*, *Life in Colonial America*, *The Thirteen Colonies Win Independence* and *Farmer, Rancher and Cowboy*. Correlation with other subjects will be forthcoming in *The American Spirit in Literature*, *The Story of American Painting*, *The Story of American Sport* and *The Spirit in Architecture*.

A teacher's guide has been prepared for each unit. Background materials, questions of varying difficulty, supplementary texts for the forty frames and an enlarged facsimile of the filmstrip are presented. This enables preparation of lessons without the use of a projector.

Although the distributor does not claim a relationship to other major developments at Yale University, *The Chronicles of America* and *The Chronicles of America Photoplays*, one may perceive the influence of Yale's established reputation in *The Pageant of America Filmstrips*. Production of the series is advancing both American History and the filmstrip as a medium of instruction.

ADVICE OFFERED BY VETERAN SOLDIER

"You and Military Service" is a description of military life written by Col. Arthur J. Burks of the Marine Corps Reserve. Published by the State Publishing Company of St. Louis, the book contains 210 pages and costs \$3.00.

Its purpose is not to be a training manual but to share the experiences of a veteran soldier with prospective inductees.

SCHOOL AND COMMUNITY

IMPORTANT EVENTS

DECEMBER

- 3 Junior College Day sponsored by Missouri Association of Junior Colleges and the College of Arts and Science, University of Missouri, Columbia, Mo., Dec. 3, 1955.
- 27 Sixteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Washington, D. C., Dec. 27-29, 1955.

JANUARY

- 5 Missouri Music Education Association Annual Clinic, Warrensburg, Jan. 5-6, 1956.
- 18 School Legislation Workshop for Central Missouri Teachers District, State College, Warrensburg, Jan. 18, 1956.
- 20 Regional Conference National Commission on Teacher Education and Professional Standards, NEA, Kansas City, Kansas, Jan. 20-21, 1956.
- 23 Missouri Association of School Administrators Meeting, Columbia, Jan. 23-24, 1956.

FEBRUARY

- 3 South Central Regional Conference, NEA Department of Classroom Teachers, Austin, Texas, Feb. 3-5, 1956.
- 18 National Convention, American Association of School Administrators, NEA, Atlantic City, Feb. 18-23, 1956.
- 24 National Association of Secondary School Principals Convention, Chicago, Feb. 24-29, 1956.

MARCH

- 7 Annual Meeting, NEA Department of Elementary School Principals, Denver, Colo., March 7-10, 1956.
- 12 National Convention, Department of Audio-Visual Instruction, NEA, Detroit, Mich., March 12-17, 1956.
- 14 Fourth National Convention, National Science Teachers Association, NEA, Washington, D. C., March 14-17, 1956.
- 19 Eleventh Annual Conference, Association for Supervision and Curriculum Development, NEA, New York City, March 19-23, 1956.
- 24 Business Education Department, MSTA, Spring Conference, Columbia, March 24, 1956.
- 25 Western Arts Association Convention, Kansas City, Mo., March 25-31, 1956.
- 25 National Convention, American Association for Health, Physical Education and Recreation, jointly with Midwest Regional Conference, NEA, Chicago, Ill., March 25-29, 1956.

APRIL

- 5 Joint Meeting Department Elementary School Principals and

Missouri Association for Supervision and Curriculum Development, Columbia, April 5-6, 1956.

- 10 International Conference, International Council for Exceptional Children, NEA, Minneapolis, Minn., April 10, 1956.
- 12 Association of Business Officials of Missouri Conference, St. Joseph, Mo., April 12-13, 1956.
- 14 Department of Classroom Teachers of MSTA, Annual Conference, Columbia, April 14, 1956.

JUNE

- 25 Missouri Association of School Administrators Workshop, Columbia, June 25-26, 1956.

NOVEMBER

- 7 Missouri State Teachers Association Annual Convention, Kansas City, Nov. 7, 8 and 9, 1956.

New Books

Guide to Modern English, by Richard K. Corbin and Porter G. Perrin. Composition text for eleventh and twelfth grades; 528 pages (seventeen teaching chapters and a 200-page reference index); illustrated; Scott, Foresman and Company, 1955; list price, \$3.20.

Six Centuries of Great Poetry—From Chaucer to Yates, Dell Publishing Co., Inc., New York, 1955. 544 pages. Price, \$.50.

The Young Scientists' Reader, compiled by Gerald M. Straight, Hart Publishing Co., Inc., New York, 1955. 128 pages. Price, \$2.00.

Handbook for Teaching of Conservation and Resource-Use, by Richard L. Weaver, Interstate Printers and Publishers, Inc., Danville, Ill., 1955. 499 pages.

Being Nice Is Lots of Fun, by Jane K. Lansing. Ages 5 to 9, Hart Book Co., Inc., New York, 1955. 63 pages. Price, \$2.50.

Italian Through Pictures, by I. A. Richards, Italo Evangelista and Christine Gibson; Pocket Books, Inc., 630 Fifth Ave., N. Y., 1955. 274 pages. Price, \$.35.

A Subtreasury of American Humor, by E. B. White and K. S. White; Pocket Books, Inc., 630 Fifth Ave., N. Y. 370 pages. Price, \$.35.

Kathy and the Cornhusk Doll, by Grayce Elizabeth Kuhn, Vantage Press, Inc., 120 W. 31 St., N. Y., 1955. 150 pages. Price, \$2.50.

History of Southeast Missouri, The Ramfre Press, Cape Girardeau, Mo., reprint ed., 1955. 1215 pages. Price, \$12.50.



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The Provisions of the Missouri Public School Retirement System*

THE Public School Retirement Act was passed by the 63rd General Assembly and became effective on August 1, 1945. Missouri was the 47th state to adopt state teacher-retirement legislation. The Public School Retirement System of Missouri was created by the act which became effective in 1945, and the Retirement System became operative July 1, 1946. The original retirement act has been amended ten times. The amendments to the original law have come as a result of requests by the members of the system for changes in the program. The last amendment to the law became effective August 29, 1953, and included fourteen changes in the previous law.

The retirement program provided by our system was originally planned by teachers and representatives of professional organizations of teachers. Amendments to the original program have been planned by teachers and their representatives. As a result, the retirement program provided by the system is a program for professional teachers.

Called Actuarial Program

The retirement plan as provided by the original law, and as continued with subsequent legislation, is most frequently referred to as an actuarial type of program. This type of program is sometimes referred to as a scientific program or a reserve program. The actuarial program is characterized by (1) creation of reserves, (2) a constant contribution rate, and (3) reduction in direct cost to members because of interest earnings.

The actuarial program is based on the premise that members and

By G. L. Donahoe
Executive Secretary,
Missouri Public School
Retirement System,
Jefferson City

employers will contribute during the working days of the members. These funds will accumulate for the benefit of the members, and in a reserve account. When a member is eligible for a benefit, the funds will have been accumulated and are then available for the purpose of paying the benefit.

Contribution Rate

Certain basic assumptions obtained from experience of the system and similar systems are used in calculating the contribution rate, and therefore the rate does not fluctuate as the benefit payments increase or decrease. The same contribution rate will be in effect over a long period, and will change only if the benefits provided by the program are changed.

The interest which is earned on the invested contributions of members and the invested reserve funds is an important factor in the calculation of contribution rate, and consequently in the direct cost to members and employers. Our system at the present time is earning interest in excess of 3% on the invested funds. During the last fiscal year, the interest earnings were in excess of three-quarters of a million dollars, and during the present fiscal year will exceed one million dollars. These amounts are available for the payment of benefits, but are not a direct contribution by the members or employers. If identical benefits are to be paid, the same amount of money will be required to pay the benefits regardless of the type of system. The same benefits can be

paid in an actuarial system with a lesser direct cost to the members than in a cash basis program.

Can Guarantee Payment

The actuarial program can guarantee payment of benefits to members after retirement because the funds from which the payments will be made will be available at the time the members retire. In any other type of program, funds will not have been accumulated before the members retire, and the benefits to which the retired members are entitled will be paid in part or entirely from contributions collected after the retirement of the members.

The retirement system is administered by a five-member Board of Trustees. Two of these members are elected by the members of the system, two are appointed by the State Board of Education, and the Commissioner of Education is an ex-officio member. The Board of Trustees is charged with the responsibility of adopting rules and regulations for the administration of the system, and for making the necessary decisions and determinations relative to service credit and eligibility of members for benefits. The board is responsible for the collection of funds, the investment of funds, and expenditure of funds. The board employs an actuary who is the technical adviser on matters pertaining to the operation of the system, and the board designates a custodian of funds. Legal advice for the board is furnished by the office of the Attorney General, and the State Auditor is required to audit the records and accounts of the system at least once every two years. The employees of the retirement office are covered by adequate surety bonds as are the custodian of funds and the executive secretary. Under the provisions of the

*Address delivered at Convention of Missouri State Teachers Association 2:30 p.m., Wednesday, November 2, 1953, Gold Room, Jefferson Hotel, St. Louis.

law, the Board of Trustees has two regular meetings each year, and special meetings may be held as necessary.

Financing the System

The system is financed by contributions of members and employers, and by interest on invested funds. The contribution rate is fixed by the board, upon recommendation of the actuary, at the percent required for the operation of the system but cannot exceed 5%. The rate has been 4% since July 1, 1947. Contributions of members are based on annual salary rates and are withheld from salary payments by the employing districts—the maximum annual salary rate on which contributions are withheld is \$4,800. The districts are responsible for the remittance of contributions withheld and for the employers' contributions.

Individual Accounts

An individual account is maintained for each member, and the member is credited with the contributions withheld from his salary as well as the interest which accumulates on his contributions. The contributions of boards of education are credited to the reserve account, and are used only for the payment of benefits provided by the program.

The interest earned on invested funds becomes an increasingly important factor in financing an actuarial type of program. The benefits provided by such a program may be increased between 10 and 15% without an increase in contribution rate if the average yield rate on invested funds can be increased $\frac{1}{2}$ of 1%. It was because of the increase in yield rate on invested funds that our system was able to make the increases in benefits in 1953 without any increase in contribution rate.

Determining Benefits

There are two important factors in the determination of retirement benefits. They are the creditable service of the retiring member, and the final average salary of the member. "Creditable service" is a term

which includes prior service credit for teaching services before July 1, 1946, membership service credit for teaching services after July 1, 1946, credit for teaching services out of Missouri, and credit for services in the Armed Forces. The final average salary of a member is computed by adding the total compensation for any ten consecutive years of creditable service and dividing by 120, with the proviso that any annual compensation entering into the total compensation shall not exceed \$4,800. By permitting the member to elect the ten best consecutive years, a retiring member will be assured that his benefits will not be based on low salaries which may have resulted from changing economic conditions or from a change in type of service.

Formula is Part of Law

Retirement allowances are calculated using the formula which is a part of the law. This formula provides that for each year of membership service, the member shall receive 55¢ plus $1\frac{1}{4}\%$ of his final average salary; and for each year of prior service, not exceeding thirty years, one-half of the amount payable for a year of membership service. The total years of creditable service may not exceed forty. There is a minimum guarantee that a member with creditable service of twenty-five years or more shall receive not less than \$2 multiplied by the years of creditable service. The maximum benefit which will be payable in the future will be \$222 per month. At the end of the present school year, the largest allowance payable will be \$138.75. The law presumes service retirement at age sixty-five or thereafter, and the formula for calculating benefits is for members retiring after attainment of age sixty-five.

Retire Any Time After 60

A member with thirty-five or more years of creditable service may retire at any age, and a member with five or more years of creditable service may elect to re-

tire at any time after attaining age sixty. A member retiring at an age earlier than sixty-five will receive a reduced allowance which will be the actuarial equivalent of the amount to which he would be entitled at age sixty-five with the same creditable service and final average salary.

The chief purpose of a retirement system is to pay benefits to members who have attained retirement age, and whose services have terminated. During the past fiscal year, 157 members requested and were approved for service retirement. A total of 1,361 members have been approved for service retirement since the system commenced.

Options on Benefits

A member retiring at age sixty-five may request regular retirement, or he may exercise an option to receive a reduced allowance during the period of his life and provide that, upon his death, a monthly allowance will be paid to a designated beneficiary. There are two options provided in the law. Option One provides for the same payment to the beneficiary as to the retiring member, and Option Two provides for the payment to the beneficiary of one-half the amount of the payment to the retired member.

A retired member of the system may have earnings of any amount from any source other than teaching in a district included in the system, and continue to receive his retirement allowance. As a result of recent legislation, a retired member may serve as a temporary substitute teacher in a district included in the system for not more than sixty days in a school year without a reduction or discontinuance of his retirement allowance.

Disability Benefits

Our system provides disability retirement benefits for members who may be permanently disabled while teaching. During the past fiscal year, twenty members were retired with disability benefits. A total of 120 members have been

retired under this provision since the system became operative.

There is no minimum age requirement for disability benefits, but a member must have ten years of teaching service in Missouri before he can be eligible for such a benefit. The disability benefit is calculated using the same formula as in the calculation of a service retirement allowance, with the guarantee that the disabled member will receive not less than 30% of one-twelfth of the annual salary rate used in determining his contributions during the last school year immediately prior to disability. A member retired with disability benefits can not receive an allowance which would exceed the service retirement allowance to which he would have been entitled upon attainment of age sixty-five if he had continued to teach.

May Withdraw Contributions

If a member ceases to be employed as a teacher in a district included in the system, he may withdraw his contributions from the system. If he has contributed to the system for more than five years, he will also receive the interest which has accumulated on his contributions. During the period July 1, 1954 to June 30, 1955, 2,708 members withdrew contributions totaling \$624,889.00. Since the system began, a total of 21,813 members have withdrawn contributions totaling \$3,283,542.28. If a member withdraws his contributions and subsequently returns to teaching, he may elect to reinstate the creditable service forfeited at the time of withdrawal. This election requires the member to repay with interest the contributions previously withdrawn.

Types of Death Benefits

The law provides three types of death benefits. They are (1) a refund of the accumulated contributions of the deceased member, (2) survivors' benefits to qualifying beneficiaries, and (3) monthly retirement allowance payments. Each member of the system is requested

to designate a beneficiary when he files a membership record, and the member may designate any person whom he desires. It is not necessary that the beneficiary be related to the member. If a member dies prior to retirement, the beneficiary of the member will be entitled to receive the accumulated contributions and interest of the deceased member. If the member dies after retirement and the total of the retirement allowance payments does not equal or exceed the total of the member's accumulated contributions and interest at the time of retirement, the balance will be paid to the beneficiary.

Survivor's Allowances

If a member dies before retirement, his beneficiary may elect to receive a monthly allowance, in lieu of the accumulated contributions, if the designated beneficiary is (1) a surviving dependent spouse age sixty-five or upon attainment of age sixty-five, if not remarried subsequent to the member's death, (2) a surviving widow with a dependent child or children, (3) a surviving dependent unmarried child or children under eighteen years of age, or (4) a surviving dependent parent age sixty-five or upon attainment of age sixty-five. A member must have five or more years of creditable service before his beneficiary can request a survivor's benefit.

If a member continues to teach after the attainment of age sixty-five, dies prior to retirement, and the designated beneficiary of the member is his spouse, the beneficiary may elect to receive either the accumulated contribution of the member, a survivor's benefit, or a monthly allowance payable as if the member had retired the day prior to death and had elected to receive a retirement allowance in accordance with the provision for Option One.

Survivor's Benefits Minor Cost

The survivors' benefit provision of the law became effective Aug-

ust 29, 1953. Since that time, only five applications for survivors' benefits have been approved, and no applications have been disapproved. From the experience of these two years, it is evident that the cost of survivors' benefits is a very minor item in the retirement program for teachers.

The make-up of the membership of the system is such that it would be only reasonable to assume that the number of potential surviving dependents of teachers would be much less than for an average group of workers. Over seventy-two percent (72%) of the active members of the system are women. There will be relatively few surviving dependents of either married or single women teachers. The total of payments because of the survivors' benefit part of the program for the year July 1, 1954 to June 30, 1955 was \$3,810. The survivors' benefit payments were less than one-half of one percent ($\frac{1}{2}\%$) of the total retirement benefits paid in the fiscal year.

Compares Favorably

The retirement plan for Missouri teachers compares very favorably with plans of other states. As teachers' salaries increase, the benefits which retiring members will receive will show comparable increases.

It appears that in the future the members may wish to make some further improvements in the program. Judging from experiences since 1946, it should be possible for the teachers to have the benefits in the program which they desire and for which they are willing to help pay. The legislature has indicated a willingness to make the changes in the program which are desired by the members, and has enacted the necessary legislation in each instance when requested to do so by the members and the organizations representing the teachers.

The Provisions of Social Security*

I AM very glad of this opportunity to explain the general provisions of the Social Security Act.

With benefits liberalized and coverage increased over the past 20 years, Federal Old-Age and Survivors Insurance is now an established institution in our economy. It is the basic assurance for nine out of 10 workers that they will have some income when they are too old to work and their families will have substantial protection if they should die. Nine out of 10 mothers and their children also have assurance of continued income while the children are growing up.

7½ Million Get Benefits

More than 7½ million persons are now receiving monthly payments under old-age and survivors insurance. These benefits total \$80,000,000 monthly. In the St. Louis metropolitan area alone over 83,000 persons were receiving a total of 4½ million dollars monthly as of last July. Our studies show that for a very large proportion of these beneficiaries, old-age and survivors insurance is the sole or major source of their income.

These benefits as in the past and in the future, will be paid for by contributions on covered workers, their employers and the covered self-employed. There are no appropriations from the general fund of the Treasury to pay benefits or cost of administration.

The Congressional committees and the Social Security Administration believe that the schedule of contributions as provided in the present law will keep the present system self-supporting indefinitely.

Under the amendments of 1954, some increase was made in the

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schedule of tax rates and the taxable earnings were raised from \$3,600 to \$4,200 a year.

Two Percent of Salary

Employees and their employers (and this would apply to teachers, if covered) each pay 2% of their annual salary up to a maximum of \$4,200. Every three months the amounts deducted and the employer's matching 2% are sent to the Federal government. At the same time, a report of earnings is made to the Social Security Administration to be credited to the individual's social security account. These contributions, or premiums, are scheduled to increase to 2½% for each in 1960; to 3% in 1965; to 3½% in 1970; and to 4% in 1975 and after. Self-employed persons pay 1½ times the employee's tax rate.

All of these contributions go into the Trust Fund and they can be used only for the payment of benefits and administrative costs. Income to the Trust Fund, which now exceeds \$20 billion, is expected to exceed outgo for some 15 years. Although administrative costs were originally predicted to level off at 5%, the cost today is only 1.8% of contributions and 2.5% of benefit payments.

New Law Raises Coverage

As you know, the 1950 law provided for covering State and local government employees under voluntary agreements between the individual State and the Federal Government. It excluded from coverage employees in positions covered by a State or local retirement system. Under the 1954 amendments, a State can now bring

members of a State or local retirement system under its old-age and survivors insurance agreement if a majority of the members eligible to vote favor coverage. It is estimated there are some 3½ million employees of State and political subdivisions presently under some retirement plan who could be covered as a result of this change in the law.

The law states that it is the policy of the Congress, in making coverage available to retirement system members, that the protection of members and beneficiaries of the retirement system not be impaired by reason of coverage of the members under old-age and survivors insurance.

Coverage Groups Varied

Generally speaking, at the option of the State, any political subdivision may be considered a coverage group even though the retirement plan operates on a much broader basis than any one political sub-division. A special provision of the 1954 amendments permits the employees of a public college or a university to be covered as a separate group.

This possibility of coverage by the Federal system and by members of State or local retirement plans follows the general pattern of industry pensions. About 17,000 company pension plans have been approved by the Internal Revenue Service and are now combined with the social security program.

Beginning Coverage

Within limitations set up in Federal and State law, the state determines the date upon which the group's social security coverage will start. Agreements signed in 1955, 1956, or 1957 can specify that coverage will be extended to a group of employees as early as January 1, 1955. Or, they may show any date in those years or even in a year

*Address read at Convention of Missouri State Teachers Association, 2:30 P.M., Wednesday, November 2, 1955, Gold Room, Jefferson Hotel, St. Louis, by Mr. C. L. Coleman for Mr. T. L. Gaukel.

after 1957. However, agreements signed after 1957 cannot state a beginning date earlier than the first of the calendar year in which the agreement is signed.

The retroactive date of January 1, 1955 would permit teachers to qualify for maximum benefits because the years 1951, 1952, 1953 and 1954 could be disregarded in computing the average monthly wage on which benefits are based under the "drop-out" provision which will be explained later. Also, the earlier a person was covered the sooner he would be in an insured status, especially for family protection.

Equal Rights Under Agreement

State and local government employees who were covered under these voluntary agreements would enjoy the same rights and benefits under old-age and survivors insurance as covered employees in private industry. This would apply regardless of a person's sex or age. Their earnings, once coverage had been effective, would count toward monthly payments for themselves and their families in their old age and toward monthly payments for their survivors in case of death.

Women may be protected under the OASI program either as workers, or as wives, mothers, widows and dependent parents.

A woman worker can qualify for the same benefits as a man. Payments can also be made, based on her wage record in case of death, to dependent children, a dependent husband or parent. A death benefit is also paid to the husband or the person paying the burial expenses.

The wife of an insured worker receives half her husband's benefit upon his retirement, if she has reached age 65, or they have a child under age 18.

Benefits at Male's Death

The following monthly benefits may be paid in case of the male worker's death:

To a widow and children under age 18.

To a widow at age 65.

To dependent parents at age 65 if there are no widow or children.

A lump sum.

Where the wife or widow also has a Social Security earnings record, she receives the larger of the two monthly benefits—she does not get both. However, she would receive the lump-sum payment based on her husband's wage record.

A wife must have been living with or supported by her husband at the time of death to qualify. However, monthly benefits can be paid to a former wife divorced if at the time of the worker's death she was receiving one-half her support from him and has his dependent child in her care.

Contribute While Working

Under this program, workers and their employers contribute to a fund while they are working. When earnings stop because of the death of the worker or his retirement at age 65 or later, payments are made from the Trust Fund to the qualified worker and his dependents or to his survivors.

The tax schedule and reporting procedure as previously explained would apply.

The monthly benefits are related to earnings and are based on the average monthly wage. Those with the maximum average monthly wage of \$350 could qualify for the following benefits: Worker, \$108.50; Worker and wife or dependent husband over age 65, \$162.80; Widow, widower, child or dependent parent, \$81.40; Widow and one child under age 18, \$162.80 and with two children \$200 monthly.

Benefits Less at Lower Wages

Where the average monthly wage is lower, the benefits would be somewhat less. The 1954 benefit formula is 55% of the first \$110 of average monthly wage plus 20% of all over \$110 up to the maximum of \$350.

Benefits based on the new maximum annual salary of \$4,200 (\$350 monthly) can first be payable in 1956, to those who qualify.

Social Security for those in the age 65-71 bracket is a retirement benefit which at age 72 becomes an annuity. This means that beginning last January 1, a qualified person over age 65 can earn as much as \$1,200 a year and still get full benefit checks for each month of the year. Those earning more than this still get some monthly benefits as long as annual earnings do not exceed \$2,080, and a benefit may also be paid for any month of full retirement.

Becomes Annuity at 72

At age 72 Social Security becomes an annuity and is paid regardless of the amount of earnings.

After the death of an insured worker, a lump sum payment of not more than \$255 may be made to the widow or widower, or to the person who paid the burial expenses. This amount is additional to any monthly benefits payable.

Contributions made by those who are not in covered work long enough to qualify for benefits go into the Trust Fund for the payment of benefits to those who do qualify.

Higher Benefits in Future

For those who will retire in the future, benefits will be higher due to several provisions of the 1954 amendments. In addition to the higher wage base and more liberal benefit formula, there is the so-called "drop-out." This provides that for those who retire after August 1954, we can drop out of the benefit calculations the four years of low or no earnings. This plan is greatly to the advantage of newly covered groups. Without it, a teacher for instance, who had no social security credits for 1951 through 1954, would have had 48 months added to his work history in figuring his average monthly wage on which benefits are based. After 5 years of social security coverage a 5th year may be dropped out. When we consider all the young people who join the work force every year at relatively low wages and the years of low earn-

ings of others due to prolonged illness, unemployment, or low wages, the great significance of the "drop-out" can be appreciated.

Rights of Disabled Protected

Another provision which will increase benefits was added to protect the benefit rights of some totally disabled persons. This allows the freezing of a disabled person's wage during the time he is disabled. The months or years, under age 65, during a period of disability will not count against his benefits when he reaches retirement age, nor will they count against benefits paid to his survivors in the event of his death. We call this the "disability freeze." To be eligible for it a worker must have had both substantial and recent covered work prior to incurring the disability. The disabled person still does not receive benefits until he reaches age 65 but his insured status and benefit amount are protected.

While not a part of the Social Security Act, the Vocational Rehabilitation Act was greatly strengthened with a view of returning 200,000 disabled persons a year to gainful employment beginning with 1959 compared to last year's 60,000. We are learning that many candidates for vocational rehabilitation are being found in connection with our applications for the disability freeze.

Length of Work Qualifications

To qualify for monthly payments when you reach age 65 and retire or to make payments possible for your survivors in case of death, you must have been in work covered by the Social Security law long enough to be in an insured status. The regular rule is that you are fully insured if you have Social Security credits for half as many calendar quarters as there are after 1950 and before the time you reach the age of 65. You must have credit for at least 6 calendar quarters (1½ years) no matter how old you are. You will not need credit for more than 40 calendar

quarters (10 years) no matter how young you are. Social Security credits for any quarter elapsing after 1936 count in determining if you are fully insured, including credits for the time served in the armed forces during World War II and up to April 1956. Credits can also be earned after age 65. Those who are already 65 or will reach that age before October 1956 would need Social Security credits for only the four quarters in 1955 and the first two quarters in 1956 to be insured under a special new rule in the 1954 amendments.

New Amendment

Some of the provisions of H.R. 7225, a bill amending the Social Security Act passed by the House on July 18, by a 372 to 31 vote, may be of interest. This bill will have to be considered by the Senate in the next session of Congress before legislative action can be completed. The bill provides:

1. Payment of monthly benefits at age 62 for women workers, wives, widows and dependent mothers of insured workers.
2. Payment of monthly benefits at or after age 50 to disabled workers who meet strict tests as to length and recency of covered work.
3. Continuation after age 18 of monthly benefits to children who become disabled before age 18.
4. Extension of coverage to the self-employed professional groups now excluded (except physicians) to certain farmers and turpentine workers and to two small groups of Federal employees.
5. Increases in the present schedule of contributions amounting to ½% each on employers and employees and ¾% on the self-employed.

When the Ways and Means Committee considered this bill in executive session the Secretary reiterated the Department's general support of further improvements in the program, but recommended

that the proposed bill be given thorough review and study and that public hearings be held.

Recent Anniversary of Law

The Social Security Administration recently celebrated the 20th Anniversary of the Social Security Act which became law on August 14, 1935. The program has been so strengthened and expanded over the years that it now provides almost universal protection against the hazards of old age and premature death.

Time permitted covering only the highlights of Federal Old-Age and Survivors Insurance. I hope that in view of both your personal and general interest as educators you will fill in the details from available booklets.

Again let me say it's been a privilege and an honor to meet with you today.

TEACHING THE LANGUAGE ARTS

"Research Helps in Teaching the Language Arts," an 80-page booklet, was prepared especially for Supervision and Curriculum Development (ASCD), NEA.

On the premise that teachers, as well as parents, have many questions to ask about how children learn to read and write, the ASCD polled teachers who were taking refresher courses in these subjects at five major universities. The teachers were asked to list specific questions they would like to have discussed in a series of ASCD publications devoted to research studies. Approximately 1,300 questions were submitted.

Harold G. Shane, professor of education, Northwestern University, who had the task of organizing the material for the booklet, boiled down the queries into 49 basic concerns distributed among nine categories. These were questions pertaining to: reading, handwriting, creative writing, spelling, language usage, children's literature, listening, foreign language, and oral English.

Once the questions were organized they were combined in a 15-page questionnaire which was sent to more than 20 authorities in language arts. These specialists were asked to give the author, title, and source of any pertinent research which would apply to the questions.

As a result of months of work, 817 reference publications have been listed in the booklet.

Order from Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D. C., at \$1.00 per copy.

The Teaching Profession as a Career for Missouri Youth

By Dr. C. T. Pihlblad and Dr. C. L. Gregory

A smaller proportion of Missouri youth are entering teaching and parental background is exercising less influence

TO what extent has the pattern of career choice among Missouri youth been altered during the past two decades? Do Missouri high school graduates enter the same or different occupations as those into which they were moving before the war? Is there any difference between a pre war and post war generation of youth's—with respect to their occupational attainment? How does the teaching profession fare in competing with other professions or occupations for Missouri's high school graduates? Tentative answers to these and related questions are suggested in the results of two studies of migration and occupational choice among two generations of Missouri high school graduates.

The first of the studies reported the residence and occupation in 1939-1940 of a fairly large sample of young people who graduated from high school in 116 Missouri communities prior to 1930.¹ The second study we gathered similar information from a comparable group who completed their high school education during the years 1939-1940 and whose residence and occupation were known in 1950 to 1952.² Thus in each group we have a gap of ten to twelve years between their high school graduation and the time when their residence and occupation were reported.

¹ Gist, Noel P., Pihlblad, C. T., Gregory C. L., *Selective Factors in Occupation and Migration*, The University of Missouri Studies, V. 1. XVIII, No. 2, Columbia, Mo., 1948.

² Pihlblad, C. T., and Gregory, C. L., "Selective Factors in Occupation and Migration," *American Soc. Rev.*, Vol. 19, pp. 314-24. See also "Intelligence Moves On," *School and Community*, Nov., 1953.

Our first group of young people matured into a society stricken by depression and widespread unemployment, the burden of which rested with particular weight on youth who lacked even the toe hold of seniority on the occupational ladder. The second group faced an equally uncertain future, although the war period brought new vocational outlets, earlier marriage and family life, higher wages and rising levels of living. In light of these very great differences an assessment of differences of vocational choice and job selection between the two groups seems to be of much importance. A word more about the detailed characteristics of the two groups needs to be included.

The first of our two investigations, which we shall call the 1940 study, reported the occupations followed ten years after leaving high school by 2,142 boys and 857 unmarried girls who attended high school in ninety-seven Missouri small communities between 1925 and 1930. The later investigation provided similar data for 1,727 boys and 592 employed girls from 116 small communities in the state. The years of leaving school for the

second group were 1939 and 1940, and their occupations were reported for 1950 to 1952. We shall call this the 1950 study. The occupational background of the two groups was quite similar. Three fifths of each group came from farm homes and the occupational backgrounds of the rest did not differ greatly. In Table I are shown the occupational levels into which each of the two groups were engaged ten to twelve years after leaving high school.

The most striking difference, perhaps, was the change in the proportion of the young women who were married; over three fourths in the younger group as compared with 62 per cent of the older group. Hence it follows that both the number and proportion of the young women with occupations of their own were much smaller in the 1950 than in the 1940 group.

Decline in No. of Teachers

Table I shows clearly, especially in the case of the young woman, the decline in the proportion of persons entering the teaching profession. In the older group, those who left school at the beginning of the depression, one tenth of the young men were teachers a

Table I
Gainfully Occupied Subjects
Classified by Occupation and Sex

Occupations	1939-1940				1950-1952			
	Male Number	%	Female Number	%	Male Number	%	Female Number	%
Total	2142	100.0	988	100.0	1782	100.0	512	100.0
Professional (except teaching)	241	11.3	94	9.5	162	9.1	52	10.2
Teachers	214	10.0	345	35.0	80	4.5	80	15.6
Clerical	144	6.7	192	19.4	58	3.3	197	38.5
Sales	539	25.2	97	9.8	347	19.5	60	11.6
Skilled	243	11.3	57	5.8	232	13.0	19	3.7
Unskilled	315	14.7	79	8.0	311	17.4	51	10.0
Pers. Ser. & House.	.....	.....	121	12.2	12	0.7	42	8.2
Farmers	446	20.8	3	0.3	402	22.5	2	0.4
Military	.....	.....	.....	.....	135	7.6	6	1.2
Students	.....	.....	.....	.....	43	2.4	3	0.6

decade later. In the younger group, those who left high school in 1939 and 1940, less than half as many or slightly less than 5 per cent, were teachers in 1950. Among women the per cent of decrease was the same as for men, about 50 per cent, but the absolute decline was much greater since a far larger proportion of women enter the profession. In 1940 one out of three women was in the teaching profession, in 1950 the proportion was one out of six.

This very marked movement away from teaching is particularly significant in light of current needs. In spite of the tremendous increase in school enrollment and the increasing need for augmenting the teaching force, the profession seems to be losing out in competition with other careers for the services of the young men and women of the state. Probably the reasons are not too difficult to discover. They lie, undoubtedly, in the relatively low attractions which the teaching profession has as compared with the rewards, opportunities and prestige associated with other kinds of work. The generation of high school graduates who left school at the beginning of the depression decade came into a labor market which had no great need for their services. Jobs in business were limited, opportunities in other professions shrinking, and the training period long and expensive. For the high school graduate WPA or NYA provided most of the job opportunities. On the other hand, for the high school graduate in the small town, there were always the local schools which offered a fairly constant demand for teachers. Salaries might not be very high, but they were no lower than in other occupations and employment, at least for eight or nine months, was steady.

For the younger group, however, those who graduated from high school in 1939 to 1940, the situation was different. For the young women the war industries and government offered countless new

kinds of jobs. After the war, an expanding labor market with rising wages, increasing employment and new jobs for both men and women offered a competition with which teaching with its relatively frozen salary scale found it hard to compete.

A little study of Table 1 brings this out more clearly for the women than for the men. Compare teaching and clerical work for women. For the 1940 group, teaching stands out as the most common occupation for women. In 1950 only half as large a proportion of the women were teachers. In 1940 not quite one fifth were clerical workers; in 1950 almost twice that proportion. The changes in the other occupational levels were considerably smaller. Probably clerical jobs are the ones which compete most directly with teaching for the services of the small town, high school educated young woman. Not only have salaries in clerical work advanced more rapidly than in teaching but other advantages, at least from the point of view of the young woman, appear to have developed. Probably greater social prestige attaches to clerical jobs in smaller communities. The attractions associated with the lure of city life are more attached to clerical work. Greater personal freedom from the censorial eye of the community, year round employment, and the fact that attendance at a summer school or teacher training institute is not compulsory are other apparent advantages enjoyed by the secretary or stenographer over the school teacher. At any rate, whatever the reasons, there can be little doubt but that for many of the young women in our younger group teaching seems to have lost its attractions.

For the men the contrast is not quite so clear since there is not the same concentration in two or three lines of work as we find among the women. One male out of ten went into teaching in 1940 as compared with one out of twenty in 1950. In what occupational

directions did the men go? A new occupation, the armed services, claimed one in twelve in 1950. Both agriculture and the manual occupations showed some increase over 1940, perhaps reflecting the more prosperous condition of the former and the higher wages in the latter. In general the manual occupations gained over the white collar ones. Unexpectedly business and selling showed a loss, from one fourth of the 1940 group to one fifth in 1950, and small declines also occurred between the two periods in the number of men who entered the professions other than teaching.

Other occupational shifts were of lesser magnitude. One interesting change was in the category "housekeepers," in which were placed those young women who remained unmarried and remained in the parental home "keeping house." In 1940 nearly one tenth of all the young women were in this group. In 1950, however, only nine girls were classified as "housekeepers."

Occupational Inheritance

It has often been observed that parental occupation exercises a strong influence on the choice of one's own occupation. Information about the occupation of the fathers of our subjects makes possible comparisons which reveal the amount of shifting between fathers and sons as well as the degree to which inheritance may play a role in occupational choice. Because of the relatively small number of women who could be classified by occupation and because of the obstacles which face a girl in aspiring to the occupation of her father, the comparisons are limited to sons and fathers alone.

The greatest shift between fathers and sons in both periods is the movement away from agriculture. In both periods, three fifths of the fathers were farmers. In 1940 one fifth and in 1950 one fourth of the subjects themselves were engaged in farming. The movement out of agriculture ap-

pears to have been a little stronger in the older than in the younger group. The total numbers involved in the movement in other occupational levels are much smaller than in agriculture, but the proportional changes are even greater. In 1940 one per cent of the fathers were teachers, but ten per cent of the sons were in teaching. In 1950 the shift toward teaching was only half as great, one per cent of the fathers but a little less than five per cent of the sons. More than twice as large a proportion of sons as fathers were in professions other than teaching in both periods. The shift between fathers and sons toward business and sales was also marked but less in 1950 than in 1940. The manual occupations also showed a little greater gain in the latter period compared with the earlier.

Father Not Like Son

A more interesting aspect of the problem, perhaps, is the question as to the degree to which subjects follow in the same occupational level as their fathers in 1950 as compared with 1940. It has often been contended, for example, that teachers tend to be recruited from families in which there has been a tradition of teaching. The data throw some light on this question. In 1940 one third of all of our subjects were in the same occupations as their fathers, while in 1950 a slightly larger proportion, 38 per cent, has followed their paternal occupational level. While the very small number of people who had fathers in the teaching profession makes comparison doubtful, yet it is worth while noting the relationship between sons and fathers. Of the 21 subjects in 1940 who had fathers in the teaching profession, eight were themselves teachers (38 per cent). In 1950 14 sons had teacher fathers but only 3 (21 per cent) had followed the father's occupation. The data suggest that even for the sons of teachers the profession seems to be less attractive.

In our foregoing discussion we have pointed out that the teaching

profession in Missouri was less attractive to high school graduates in 1950 than it appears to have been in 1940. It has also been suggested that in the occupational shifts from paternal background to the subject's own occupation, education seems to have had a weaker hold than have other professions and occupations. Finally we would like to raise one more question: has there been any change between the two groups in the quality of persons entering teaching, other professions, or other occupations?

Teaching Ranks High

While conclusive or dogmatic answers to such a question are not possible, we do have certain information about our two groups of subjects which seem to be suggestive. For our first and older group we obtained the high school grade record for each of the subjects. School grades were converted into a scholastic index which makes possible comparison of various classes in terms of school grades. For the second group, we obtained for each subject the score made on the Ohio Intelligence test. These indices are not strictly comparable and admittedly they measure a very narrow set of abilities, but they do correlate highly. They both predict success in college with some efficiency and probably are not unrelated to the qualities necessary for success in teaching and other professions. A comparison, therefore, of the relative rank of each occupational group in terms of the grade index in 1940 and the test score in 1950 is not unreasonable. The average grade index and test score of each occupational group, together with the ratio of the mean score for each occupational level to the mean for the entire sex group, are used in this analysis. The ratio shows the percentage by which the occupational average exceeds or falls below the average for the entire sex group.

In 1940 the teaching profession ranked at the top of the occupational ladder with the highest grade index for both sexes. The

average grade index for boys was 17 per cent and for girls 10 per cent above the respective averages for all boys and girls. For men who had entered professions other than teaching the mean score was 11 per cent and for women only 4 per cent above the averages for the respective sex groups. Clerical occupations ranked third for men (ratio 108) and second for women (106). Boys and girls who had entered business or commercial occupations ranked close to but slightly below their sex means (ratios of 98 and 97). Below the total group averages were manual labor and farming for men and manual labor and personal service and housekeeping for women.

In 1950 the picture is somewhat different. While still above the total averages, teaching has dropped into second place, significantly below the "other professions." This was consistent for both men and women. Men who had entered the professions other than teaching ranked first with an average score 37 per cent above that for all men. Women at the same occupational level exceeded the score for all women by 25 per cent. On the other hand the male teachers were only 27 per cent above their group average and the women 15 per cent above. Manual workers both skilled and unskilled, personal service workers, and farmers made significantly lower than average scores in both groups.

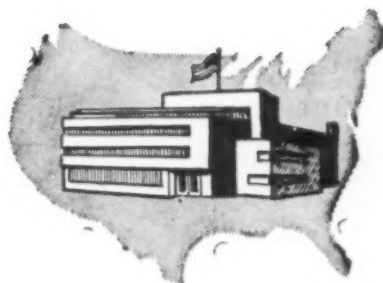
A number of limiting qualifications attach to these data and should forestall any sweeping generalizations. The following qualifications must be kept in mind:

- (1) Our indices of quality (school marks and test scores) measure a very narrow set of abilities, those necessary for success in school and classroom situations.
- (2) Both school marks and test scores reflect motivations, previous experience and values associated with different occupational backgrounds.

(See Teaching Page 19)

Thomas Jefferson on Education

By Perry McCandless, Asst. Professor of History,
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The institutions of a nation owe much to the basic pattern established by early leaders. The principles enunciated by them are used by the present generation in debate over, and in determination of a course of action on, current problems. Fortunately for the United States, most of the great leaders in its formative years were men with great principles relative to the integrity and well-being of the people. Most of the great principles underlying the American institutions of today are representative of wise building upon the sound traditions established by our early national heroes. This is not to say that all of the statements of our early leaders are equally valid at all times. Each generation has the responsibility of selecting from the past that which may be applicable to current situations.

Today, the United States is confronted with a major problem in providing adequate facilities for public education. This need must be met. All Americans would do well to hear the words of one of their great national heroes, Thomas Jefferson, as he might testify for an increased program of public education. Although Jefferson never wrote a formal treatise on education, from extracts of his various writings, we find these statements:

No one more sincerely wishes the spread of information among mankind than I do. . . .¹

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.² The most effectual means of preventing (tyranny) would be to illuminate as far as practicable the minds of the people at large.³ Enlighten the people

generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day.⁴ The tax which will be paid for the purposes of education is not more than the thousandth part of what will be paid to kings, priests, and nobles who will rise among us if we leave the people in ignorance.⁵

And . . . whether peace is best prescribed by giving energy to the government, or information to the people. This last is the most certain, and the most legitimate engine of government. Educate and inform the whole mass of the people. Enable them to see that it is their interest to preserve peace and order, and they will preserve them.⁶

The greatest good (for all the people) requires that while they are instructed in general, competent to the common business of life, others should employ their genius with necessary information to the useful arts, to invention for saving labor and increasing our comforts, to nourishing our health, to civil government, etc. . . .⁷ The object is to bring into action that mass of talents which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind.⁸

Well directed education improves the morals, enlarges the minds, enlightens the councils, instructs the industry, and advances the power, the prosperity, and the happiness of the nation.⁹ I look to the diffusion of light and education as the resources most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man.¹⁰

The general objects of this law (for public education in Virginia) are to provide an education adapted to the years, to the capacity, and the condition of everyone, and directed to their freedom and happiness. . . . The first stage of this education . . . wherein the great mass of the people will receive their instruction (is where) the principle foundations of future order will be laid. . . . But of the virtues of the law none is more important, none more legitimate than that of rendering the people safe, as they are the ultimate guardians of their own liberty. For this purpose the reading of the first stage . . . is proposed to be chiefly historical. History by apprizing them of the past, will enable them to judge of the future; it will avail them of the experience of the other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views.¹¹

The institution (the University of Virginia) will be based on the freedom of the human mind. For here we are not afraid to follow the truth wherever it may lead, nor to tolerate any error, so long as reason is left free to combat it.¹²

¹ John P. Foley, ed., *The Jefferson Encyclopedia*, p. 275.

² *Ibid.*, p. 274.

³ From introduction to Jefferson's bill for the General Diffusion of Knowledge submitted to the Virginia General Assembly.

⁴ Monticello Edition, *The Writings of Thomas Jefferson*, XIV, 491.

⁵ Foley, *Jefferson Encyclopedia*, p. 278.

⁶ Memorial Edition, *Writings*, VI, 392.

⁷ P. L. Ford, ed., *The Writings of Thomas Jefferson*, X, 166.

⁸ H. A. Washington, ed., *The Writings of Thomas Jefferson*, VII, 194.

⁹ John C. Henderson, *Thomas Jefferson's Views of Public Education*, p. 38.

¹⁰ Washington, *Writings*, VII, 263.

¹¹ Memorial Edition, *Writings*, II, 204-7.

¹² *Ibid.*, XVI, 303.

SECRETARY'S PAGE

THE School Foundation Program carried in every county and the City of St. Louis and Referendum 1, the state cigarette tax, in each of the 114 counties. This is a noteworthy achievement—a tribute to your leadership and that of the profession.

A suit has been filed in the Cole County Circuit Court to challenge the legality of the state cigarette tax on purely technical grounds. It doubtless will be appealed to the State Supreme Court. Remember the people have spoken decisively. You may rest assured the Association has taken and will continue to take whatever action is needed to protect the interest of the schools.

The State Supreme Court heard arguments for a second time the latter part of September relative to the legality of the current building levy by majority vote. The Court ruled the majority vote constitutional and districts may continue to proceed accordingly.

To assist individual teachers and community associations in a thorough study of the whole area of social security and retirement, the Association is making available a comprehensive treatment in question and answer style. Reprints of an article appearing last year in School and Community presenting comparative data are likewise available on request.

Joplin initiated the practice some years ago and many schools have followed suit of having us forward them each year copies of new copyrights as soon as selections are made for the reading lists.

The Referendums Campaign cost several thousand dollars. Just another striking example of the necessity of keeping the Association in a financial position to act swiftly and effectively when the need arises. Inci-

dentally, the need seems to arise quite often. Continuous court cases and four state wide campaigns during the last ten years speak for themselves.

Does the professional group in your community keep a continuous acquaintance with your state senator and state representative? Are they invited regularly to certain of your Community Association meetings? Candidates soon will be running for election. Let us remind them that if the foundation program, overwhelmingly adopted by the people last October 4, is to be effective, it must be fully financed for the next biennium by the 1957 General Assembly.

The same situation prevails with respect to those running for national office and the receiving of federal aid for school building construction at the next session of the Congress.

The Missouri Breakfast at the meeting of the AASA in Atlantic City will be at the Ritz-Carlton Hotel, Tuesday, February 21, at 8:00 o'clock. All Missourians and former Missourians especially invited.

To visit the Bunker Hill Ranch Resort is to become enthusiastic about it. Many continue to assist in its development as a result of having been there.

From every indication, membership in the Missouri State Teachers Association and the National Education Association this year will reach an all-time high.

Reports of committees approved by the Assembly of Delegates in St. Louis, including the resolutions adopted and the auditor's report, are available.

Attractive Association Centennial decals are available for automobiles and other display purposes. Let us know the number you can use.

The Officers and Staff of the Association join me in wishing for each of you a joyous Christmas Season and a year filled with health, happiness and success.

Delegates Adopt Resolutions

Missouri State Teachers Association, St. Louis, Nov. 2, 1955

I. Democracy

We affirm that the perpetuation of democracy is dependent upon an educated citizenry; that the public schools contribute significantly to national unity, common purpose, and equality of opportunity among our people; and that education is the greatest constructive force at the disposal of democratic people for the solution of their problems.

II. National Security

We believe that our free public schools contribute immeasurably to our national security by the development of moral stamina, physical vigor, mental health, scientific knowledge, basic technical skills and civic competence of our citizens. Full preparedness requires that every youth reach maturity fully qualified for the duties of citizenship in peace or war.

III. International Relations

We pledge our support to the program of international cooperation determined by the action of Congress through various organizations, including the United Nations and UNESCO.

We believe that American youth, as a part of their education for citizenship, should learn in school why their country has chosen to follow a policy of international cooperation, how that policy functions, and the significance of joining other sovereign nations as a member of the United Nations. We support the World Confederation of the Organizations of the Teaching Profession as an agency designed to promote international understanding and a closer relationship between teachers in the different countries.

We favor the continued exchange of teachers and students between nations.

IV. Values in Education

We affirm that the purpose of education is the development of each individual for the fullest participation in the American democratic society; that social, civic, economic and vocational competencies are as important as academic literacy.

Moral, ethical and spiritual values have been from the first an indispensable and significant part of the program of the American public schools. We shall continue to employ every means possible to instill high moral principles in our children and youth and join with the home, the church and all other constructive community agencies for this purpose.

V. Teacher Education

Since the quality of the educational program is determined chiefly by the quality and professional competencies of the persons who teach, in the interest of the educational welfare of children and youth we recommend:

(a) A minimum of four years of thorough cultural and professional preparation for all teachers looking toward the requirement of five years.

(b) The encouragement of students with desirable personal traits, social understandings and high scholastic abilities to enter teaching as a profession.

(c) That the program of the National Council for Accreditation of Teacher Education be implemented and that institutions in Missouri with teacher education programs meet recommended standards.

(d) That Missouri's teacher-education schools and colleges be financed on a level that would provide salaries making it possible to secure the most desirable type of individual to train teachers, and that a state bond issue be passed to alleviate the building needs of our state institutions of higher education.

(e) A significant increase in the number of public and private scholarships to enable competent young people to enter the teaching profession.

(f) The establishment of FTA chapters in all institutions educating teachers and FTA clubs in high schools.

VI. Teacher Welfare

To attract to and retain in teaching a sufficient number of professionally qualified teachers we recommend:

(a) Salaries at the professional level for all Missouri teachers paid according to adopted salary schedules with annual increments based upon experience and training which recognize the services and responsibilities of teachers in comparison with those of other professions and which compensate for thorough professional education and inservice growth.

(b) The provision of professional security through adequate provision for tenure and sick leave. We recognize the excellent decision of the St. Louis Court of Appeals upholding the validity of the teachers' contract including superintendents, in the Riverview Gardens case.

(c) That sex not be a factor in the employment and promotion of personnel.

(d) Equal tax treatment for all retired persons and urge such further amendments of federal tax law as may be necessary to achieve this goal.

(e) In accordance with the provisions of **Senate Committee Substitute for Senate Bill No. 186** as passed by the Sixty-Eighth General Assembly that teachers be permitted to express themselves relative to Federal Social Security coverage. It is urged that teachers both as individuals and as members of community associations study thoroughly the whole area of social security and retirement.

The delegates of this assembly hereby request the State Retirement Board to petition the Governor to call the referendum on Social Security at the earliest possible time.

In the event the Social Security referendum fails of adoption the Legislative Committee of the Missouri State

Teachers Association is instructed immediately to prepare legislation for the improvement of the Public School Retirement System of Missouri and to present the same to the 69th General Assembly of the state legislature.

(f) Attention be given to the benefits to be derived from the establishment of policies of sabbatical leave.

VII. School Foundation Program

Our appreciation is expressed to the Joint Legislative Education Study Committee and to its advisory members for their contribution in the development of the School Foundation Program and for leadership in securing its passage as **Senate Bill No. 3**. Our appreciation is extended to individuals, newspapers, radio and TV stations and organized groups for their assistance in interpreting the program to the voters at the October 4 special election. Special credit is due the Missouri Congress of Parents and Teachers.

VIII. Finance

We recommend adequate educational opportunities for all children made possible through combined support from federal, state and local sources. We commend the citizens of Missouri for the overwhelming support given at the October 4 special election in Referendum 2, designed to provide a minimum basic educational opportunity for all Missouri boys and girls through combined state and local sources. We consider of special significance the voters' approval of the state cigarette tax for schools.

In order that the School Foundation Program may be effective in improving Missouri's public school program we urge its complete financing by the Sixty-Ninth General Assembly.

We recommend that any legal provision requiring the extension of the educational program or service of the public schools provide for its financing. We recommend that all school costs, including capital outlay, be used in determining the per pupil cost of the school.

Because of the tremendous need for school buildings we urge federal funds for school building construction. Such funds should be distributed according to an objective formula, administered by the United States Office of Education and channeled through regular state educational agencies. H. R. 7535 as reported by the House Committee on Education and Labor meets fully these requirements and its passage is recommended.

We recommend that all rentals, royalties, and other sums payable to the federal government under any lease of the outer continental shelf be made available to the states for educational purposes.

IX. General Assembly

We express our appreciation to the Sixty-Eighth General Assembly for the enactment of legislation favorable

to public education. Of special significance were **Senate Bill No. 3**, submitting Referendum 2, the School Foundation Program, **Senate Bill No. 351**, submitting Referendum 1, a state cigarette tax for schools, and **House Bill No. 2**, appropriating 37½ per cent of general revenue for schools for the 1955-57 biennium.

We urge the Sixty-Ninth General Assembly to provide for the complete financing of the School Foundation Program approved by the people on October 4, 1955.

X. State and White House Conferences

We recognize the far-reaching potentiality of interested citizens studying their schools in local, state and national conferences. We commend the Missouri White House Conference for its forward looking recommendations. We urge the White House Conference to come to grips with the nation's pressing educational needs.

XI. Integration

Missouri's compliance with the recent Supreme Court decision relative to public schools has gained national and international acclaim. We commend our pupils, teachers, boards of education, and patrons for this noteworthy achievement.

XII. Education of the Gifted

In order that potential leaders of our democracy may be fully developed, we recommend that attention be given to the education of the gifted as well as other atypical children.

XIII. Professional Associations

(a) We believe that every teacher has a professional responsibility to hold membership in our local, state and national organizations.

(b) We recommend the development of strong unified local community associations of sufficient size to be effective in determining educational policies and legislation.

(c) We again endorse the Centennial Action Program of the National Education Association and the NEA building project.

(d) It is recommended that membership on professional committees on all levels be composed of persons who are active and interested in the work of the local community association.

XIV. Division of Public Schools

We commend the leadership of the State Department of Education and pledge our continued cooperation. We deem of special significance to public education in Missouri:

(a) Continued progress in school district reorganization which has reduced by more than half the number of school districts in Missouri.

(b) The increased professional preparation of teachers during a period of extreme shortage.

XV. Educational Use of the Mails

We urge Congress to continue its long standing policy of regarding the postal service as a means of conferring educational benefits on all persons and organizations receiving printed matter, including audio-visual material through the mails. In particular, we

support the adoption of legislation that will assign to educational and cultural material a postal classification that gives adequate recognition to the purpose for which such material is prepared.

XVI. Appreciation

The Missouri State Teachers Association expresses its appreciation to St. Louis for all the courtesies extended for the comfort and convenience of the membership attending the Convention. Special thanks are given to the administration, faculty, and pupils of the St. Louis Public Schools, to the St. Louis Board of Education and to the local committees in St. Louis for their careful attention to details looking toward the smooth running of the Convention, to the press and to the radio and to all persons who in any way contributed to the success of this Convention. The Missouri State Teachers Association expresses appreciation to the officers and committees and to the Executive Secretary and the staff for leadership throughout the year on behalf of public education in Missouri.

M. U. PROFESSOR EDITS NUEA DEBATE MANUAL

Professor Bower Aly of the University of Missouri is editor of the recent National University Extension Association discussion and debate manual "Youth Education."

The manual is in two volumes, part of a NUEA forensic library published for youth discussion and debating groups containing articles on the question, "How should educational opportunities be increased for the youth of the United States." It discusses such questions as federal education subsidies, educational opportunities, and the value of extra-curricular activities.

Dr. Aly now on leave is teaching at the University of Hawaii. He is executive-secretary and editor of the Committee on Discussion and Debate Materials of the NUEA. His manual costs \$1.50 per volume and is published by Lucas Brothers, Columbia, Missouri.



Byron Rea, left, superintendent of the Hickory Hills school near Springfield, receives the Missouri Library Association Meritorious Achievement Citation from Richard B. Sealock, president of the association. The award which is presented annually to the person contributing most to the improvement of Missouri library service during the past two years, was given Rea for his assistance in the association's successful sponsorship of state library law revision.

Officers Installed at the Annual Convention



REUBY S. MOORE
President



Lynn Twitty
1st V.-Pres.



Nadine McVay
2nd V.-Pres.



Frances Moore
3rd V.-Pres.



H. Byron Masterson
Chairman Ex. Com.



Carl L. Byerly
V.-Chairman Ex. Com.



John E. Evans
Member Ex. Com.



Carl Henderson
Member Ex. Com.



Joe Herndon
Member Ex. Com.



Dillard A. Mallory
Member Ex. Com.

Teaching

(Continued from Page 14)

- (3) Many of the differences between the occupational groups are small, the amount of overlapping large and the differences of doubtful statistical significance.

In spite of these qualifications, however, the evidence seems to point toward the conclusion that the teaching profession to a lesser degree in 1950 than in 1940 was recruiting from the "cream of the crop."

We can summarize the results of our study in three generalizations:

- (1) *The teaching profession attracted a smaller proportion of Missouri highschool graduates in the 1950 group than it did from the 1940 group.*
- (2) *A parental background in teaching exercised less influence in directing students toward the profession in 1950 than in 1940.*
- (3) *The teaching profession in the younger group attracted students with somewhat lower average abilities as measured in terms of school grades and test scores than it did in the older group.*

FSA OFFERS \$10,000 IN SCIENCE AWARDS

The Future Scientists of America Foundation is offering 140 awards totalling \$10,000 in its fifth annual program of science achievement awards for students. Top prize is \$75 in savings bonds for 11th and 12th grade students, \$50 for 9th and 10th and \$25 for 7th and 8th.

Students in any kind of science or mathematics class in grades 7 through 12 may enter. Public, private and parochial school students are eligible. Equal awards are given in each of eight regions—Missouri is in the seventh.

Projects may involve experimental studies, library reports, etc. They should include a statement of the topic, a report of the data and how obtained, the student's conclusions and a brief summary of how the project was valuable to the student.

Entries must not be postmarked later than March 15, 1956. Personal data forms and entry cards may be obtained from the Future Scientists of America Foundation, The National Science Teachers Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Our Teacher Poets

TOO MUCH DOTING

OUR NEW HOME is in modern decor.
Fancy rugs adorn our floors.
Our Mothers selected this little nest.
Friends and relatives gave the rest.
On our mantle, for all to see,
Selected, together, by my bride and me,
Set our most prized possessions, yet
A simple salt and pepper set.

—Arthur B. Kennon, Desloge

RHYTHM FROM BLACKNESS

WHAT TUNES COME out of winter dark!
Inside, the purr of heat,
Which matches, on the window panes,
The snow's fur-footed beat,

Outdoors, the night, whose harp of winds
With frost-cramped slowness spills
The music of the storm's long sob
Across the gaunt, gray hills.

—Gilbert Malcolm Fess, Columbia

TREASURED STONES

MY MOTHER'S BOX of treasured bits of stone
Was magic shared when on some rainy day
She deftly turned each fragment to display
A subtle inner beauty all its own.
The brown-veined onyx near the deep red tone
Of garnet's warmth; how cool white agates lay
Among green beryl; and the sudden way
Her hands acquired a grace they had not known.

And we were attic queens while mother dreamed
An old barbaric court, or ancient mine,
Whose grandeur lived in stones she showed us there;
And if they were not precious as they seemed,
She made us richer still: Who can define
The gift of finding beauty everywhere?

—Mabel Meadows Staats

AMERICAN BEAUTIES

A RUSSET HILL, a tree lined stream,
A sailing ship at sea,
A masterpiece of painting
Are all beautiful to me.

I like to watch a roaming cloud
When autumn sunset glows,
And wonder at the marvel
Of a multi-colored rose.

I love the gleam and polished charm
Of diamonds and pearls,
But to me the perfect beauties
Are those little first grade girls.

—C. J. Perkins, Kansas City

WHERE YOU ARE

NO MATTER where you are
You can find Christmas cheer.
In the silver strains of carols
In the church bells that you hear.

In the smiles on children's faces
As they window shop for toys.
In the merry, happy laughter
Of the little girls and boys.

In the handclasp of an oldster
That you take the time to greet,
You can find Christmas where you are
Along most any street.

—Helen Kitchell Evans, St. Clair

GREAT EXPECTATIONS

OF COURSE you can't expect a little baby
to be good
All the time, to finish up his plate,
And patiently to wait while his elders dine in state.
—But you should.

'Tis idle to suppose that Mother's darling always
would
Check his tears, and hide his childish fears
With a courage and a strength far beyond his meagre
years.
—But you should.

And surely it is foolish to assume a stripling could
Break his heart, and in silence bear the smart
Of life's first disillusion as the youngling years depart.
—But you should.

For upon such expectations, he will climb—if he
can—

To the stature of a man.

—Ruth Mary Weeks, Kansas City

SHOE NUFF

THERE was a young teacher
Who taught in a shoe.
She had so many children
What else could she do?

The Regular School Building
Was in debt over its head.
Even the poor old shoe,
Was two years in the red.

But did this stop education
—The learning process?
No, just the rest that she needed
At the ten minute recess.

She just works harder to help
The Boys and Girls in this fix.
And hopes for this old shoe
Number 1 and 2 will soon do the trick.

—R. C. Bradley, Clinton

Retirement System—Financial Reports

PUBLIC SCHOOL RETIREMENT SYSTEM OF MISSOURI FINANCIAL STATEMENT AS OF JUNE 30, 1955

ASSETS

Cash			
Custodian's Account	\$	134,559.00	
On Hand-Deposited in July		219,564.12	
Total Custodian's Account	\$	354,123.12	
Operating Account		10,613.21	
Total Cash	\$		364,736.33
Investments			
U. S. Savings Bonds, Series "G"		1,782,000.00	
U. S. Savings Bonds, Series "A"		250,000.00	
U. S. Savings Defense Bonds, Series "F"		1,234,246.72	
U. S. Savings Bonds, Series "J"		204,042.13	
U. S. Treasury Investment, Series "B"		9,067,000.00	12,537,288.85
Unamortized Premium on Securities Purchased		93,197.06	
Less: Unaccumulated Discount on Securities Purchased		31,228.38	61,968.68
Total Bonds and Premium			12,599,257.53
Unpaid Principal—FHA Loans		16,071,132.99	
Less: Discount on FHA Loans		40,704.21	16,030,428.78
Total Investments			28,629,686.31
Accrued Interest on Investments			84,268.98
Accounts Receivable—St. Joseph School District			65,833.38
Total Assets			<u>\$29,144,525.00</u>

LIABILITIES AND RESERVES

Accumulated Contributions of Members		13,334,137.52	
Accumulated Contributions of Terminated Memberships		34,803.98	
Deposits of Members		11,825.00	
Military Service Credit Purchased		49.50	
Membership Credit Purchases—Out State		3,614.94	
Reinstatements		657.45	
Reserve for Benefits		15,738,135.41	
Contingent Reserve—Investments		21,301.20	
Total Liabilities and Reserves			<u>\$29,144,525.00</u>

SUMMARY OF RECEIPTS, DISBURSEMENTS AND BALANCES

BALANCE—JUNE 30, 1954	\$	576,205.61	
Receipts			
Contributions of Members		2,722,319.03	
Contributions of Employers		2,722,421.30	
Interest Received		790,446.28	
Sale and Redemption of Securities		3,373,412.70	
Other Receipts		58,089.30	
Receipts and Balances			10,242,894.22
Disbursements			
Purchase of Securities		8,331,793.09	
Office Equipment		7,213.21	
Operating Expense			
Personal Services	\$	41,827.17	
Actuarial Expense		4,922.84	
Investment & Safekeeping Expense		64,921.21	
Other Operating Expense		10,542.23	122,213.45
Withdrawals			
Deaths Before Retirement		18,863.75	
Deaths After Retirement		1,497.70	
Other Withdrawals		624,889.43	645,250.88
Refunds—Errors in Remittances			3,658.25
Retirement Allowances			
Service Retirement		692,077.54	
Disability Retirement		51,203.42	
Special Retirement		18,890.98	
Survivors Benefits		3,810.00	
Beneficiary Allowances		2,047.07	768,029.01
Total Disbursements	\$	9,878,157.89	
BALANCE—JUNE 30, 1955	\$		<u>364,736.33</u>

DECEMBER, 1955

Retirement News

By G. L. Donahoe

Audit Made

The records and accounts of the Retirement System for the two-year period July 1, 1953 to June 30, 1955 were audited by the office of the State Auditor of Missouri, and the report of the audit was transmitted to the Board of Trustees in September, 1955. The auditor's report included a verification of the financial statements prepared at the end of each of the two fiscal years and submitted to the Board by the Executive Secretary. The Financial Statement as of June 30, 1955 is here printed in its entirety, while the statement of receipts, disbursements and balances for the fiscal year July 1, 1954 to June 30, 1955 is necessarily reduced to a summary.

During the fiscal year July 1, 1954 to June 30, 1955, 157 members were approved for service retirement; 20 members requested and were approved for disability retirement, and 55 members were deceased during the same period. During this same period, 2708 members withdrew contributions totaling \$624,889.43.

During the fiscal year, three applications for survivor's benefit payments to surviving dependents of deceased members were approved. Two applicants were widows with dependent children, and one applicant was a dependent parent. Five surviving dependents of deceased members were receiving monthly payments as of June 30, 1955. Two surviving beneficiaries of deceased retired members who had elected retirement allowance payments in accordance with an option were added to the roll during the fiscal year.

Important Information

Credit for Out-of-State Service and Military Service—If a member qualifies and desires to purchase credit for teaching services out of Missouri or for time spent in the Armed Forces, an application form

should be requested from the retirement office at once. The application to purchase such credit must be filed within one year after employment in a district included in the System following the services out of the state or in the Armed Forces.

Reinstatement—A member who has withdrawn contributions from the Retirement System, who has returned to teaching in a district included in the System, and who desires to reinstate the creditable service forfeited at the time of withdrawal, must file an application to reinstate within one year after his return to teaching.

Change in Beneficiary—If a member desires to change his beneficiary, he should request the form for nomination of beneficiary from the retirement office. Information which should be helpful in the designation of beneficiaries may be found on pages nine and ten of the Handbook of Information.

Change of Address—It is important that each member inform the retirement office when there is a change in his permanent home address. This information is recorded on the membership record by the member when the record is first completed, and will not be changed except that the member authorize such change to the retirement office.

Recent Opinions

ATTORNEY GENERAL

TAX LEVY

School districts affected by Senate Bill 286 (1955) should not revise estimates and tax levies until after October 4, 1955, to determine if Senate Bill 3, (School Foundation Act) is voted into law.

RETIRED TEACHER AS SUBSTITUTE

House Bill No. 387, 68th General Assembly, permits the temporary employment of a retired teacher to serve as a substitute for a regularly employed teacher not to exceed 60 days in any one school year. A retired school teacher may fill a position temporarily vacant, such teaching service being rendered in accordance with the definition of the words "substitute" and "temporary" as contained in body of opinion.

District Association Officers

The officers and executive committees for the district associations for 1955-56 as reported to your Association are as follows:

Cape Girardeau District

President—H. E. Grayum, Ironton
First Vice-President—Floyd Hamlett, Caruthersville
Second Vice-President—J. K. Wells, Jackson
Secretary-Treasurer—L. H. Strunk, Cape Girardeau

Executive Committee
Fred L. Cole, Irondale
Forrest H. Rose, Cape Girardeau
George R. Loughhead, Poplar Bluff

Kansas City District

President—Margaret McQuinn
First Vice-President—John Kiniry
Second Vice-President—Esther Frantz
Secretary—Mrs. Gladys Holman, Kansas City, Kans.
Treasurer—John Ploesser

Kirkville District

President—Dr. Neil C. Aslin, Columbia
First Vice-President—Dr. Glenn Leslie, Kirkville
Second Vice-President—Mac Coverdell, Bowling Green
Secretary-Treasurer—Eli F. Mittler, Kirkville

Executive Committee
Joy E. Whitener, Louisiana
Noble Neil, Unionville
Frances Moore, Columbia
Charles P. Dodge, Brookfield

Maryville District

President—Russel N. Wehrli, King City
First Vice-President—Raymond O. Moore, Albany
Second Vice-President—Mrs. Frieda Elwick, Grant City
Third Vice-President—Marvin Porter, Mound City
Secretary-Treasurer—Everett W. Brown, Maryville

Executive Committee
Martha Copeland, North Kansas City
L. C. Skelton, Eagleville
Mrs. Frances Blazer, Mound City

Rolla District

President—Ray Miller, Rolla
First Vice-President—Mrs. Dorothy Houston, Cuba
Second Vice-President—J. Edwin Turner, Salem
Third Vice-President—Mrs. Hazel Biles, Belle
Secretary-Treasurer—Louis J. Donati, St. James

Executive Committee
Lloyd Boyd, Salem
Mrs. Rita Parker, Dixon
Don Matthews, Rolla
Mrs. Irene McKeever, Vienna

St. Joseph District

President—J. G. Parman
Vice-President—Evan Agenstein
Secretary-Treasurer—Harriet Stanton

Executive Committee

Jane Downey, Velma Denning
Hester DeNeen, Marie Durant
Marguerite Jones, Leo Houser

St. Louis City

President—Julia B. Schmidt
Vice-President—Buella Grey Brooks
Secretary—Arthur H. Buddenmeyer
Treasurer—Hazel R. Edwards

Executive Committee

Florence E. Brown, Glynn Clark,
Marie Hoffman, John E. Anderson, Jr.,
Genevieve Friedman, Audrey E. Claus,
Eugene S. Lehmann, Bertha Setzer,
Beryl Stuart, Mildred E. Huff

St. Louis County

President—Juva Z. Sharp, Maplewood
First Vice-President—Lyda Nourse, University City
Second Vice-President—Howell B. Goins, Webster Groves
Secretary—Marjorie Ann Banks, St. Louis
Treasurer—Emil H. Rohlf, Normandy
Business Secretary—Ruth M. Barthel, St. Louis
Ex-Officio—Morgan Selvidge, Eureka
Ex-Officio—Carl L. Byerly, Clayton

Executive Committee

Fred Burger, St. Charles
Vernon B. LaVal, Florissant
Louise Bradford, St. Louis
B. George Saltzman, Brentwood
Sidney P. Rollins, Jennings
Elizabeth Ruck, Manchester

Springfield District

President—W. J. Willett, Greenfield
First Vice-President—C. W. Farnham, West Plains
Second Vice-President—J. Maurice Holstein, Stockton
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Don't Push Your School Newspaper Into the Discard

An intimate message to school administrators

By Agnes Slemmons, Assistant Professor of Journalism,
Northeast Missouri State Teachers College, Kirksville

It's time for school administrators to realize the importance of their school newspapers and to stop throwing them into the extracurricular discard.

This article is being written the day following a two-day workshop in School Publications at our college. There I realized that a heavy percentage of the fine teachers in attendance are faced with an impossible task. They know it and meet frustrations at every turn.

The teachers are willing to prepare themselves for their task. They are willing to read, study, compare, and plan to get themselves ready; for many of them are given the job of running a newspaper when they have no preparation for it.

An administrator would never think of putting a teacher in charge of his typing class with no preparation in typing. But he will employ a typing teacher with no training in teaching English, give him a full schedule and then expect him in odd hours to produce a school newspaper.

Poor Planning

Or, this administrator will employ an English teacher, give her five or six classes and two study halls, a dramatics club and the yearbook, and throw in for good measure the monthly so-called newspaper. Here's what happens. Once a month (How would you like for your newspaper to be a monthly?) there emerges from the mimeographing room a sheaf of 10 or 12 pages. It carries on the front page a full page cartoon. This is often a clever one, I admit, but does any reputable newspaper delay its main news for page two?

Following the cartoon come the masthead and a few editorials. Then perhaps on page three and on throughout run long stories of ball games played, two, three, or even four weeks previously; reviews of the assemblies of the past four weeks, and other equally stale material.

Of course the students have known all this first hand from the minute it happened, so they are not interested in reading except in checking for their own names.

Therefore in order to give their classmates something tasty, staff members run in pages and pages of gossip columns. These say, "Mary S. was out with Sam T. last Thursday. So what does that mean?" Or they match names of 35 students with 35 popular songs. Or they list all the birthdays for last month and the coming month.

The adviser can't fight this tripe. The pressure for it is too strong. But students could be sold something better if the adviser had time to train students to write it.

What does the school administrator think the school newspaper should be? Doesn't he know it can be the one most powerful instrument in his school community to carry the picture of a fine modern school to parents and other taxpayers? Doesn't he know it's the one best possible medium for molding the student body into a coherent whole? Doesn't he know the paper can be a permanent history, preserving forever the picture of the year's school life? And finally doesn't he believe the paper should be a well written, well presented picture of the finest efforts and accomplishments of the school term?

The paper in many schools is not respected. It is being treated as just something else for the kids to work off energy on and becomes a hodge podge of silly tripe interspersed with accounts of happenings a month old. It is licked before it is ever started.

The Solution

Now why does all this happen? Two answers are obvious. First, the students have not been taught what they should be doing, and second, the adviser has not had time or the opportunity to teach them.

If you are going to think of a newspaper as a fine, living, throbbing picture of school life, you are going to need a director with vision and training and time in which to train her students. A daily class period is essential. A newspaper should not be any more an extracurricular activity than a spelling lesson. (However some of the spelling seems to show it's been taught on the run, too.)

One adviser (for convincing purposes) tabulated the number of weekly hours she spent hunting up students, giving assignments, getting the stories back, editing them herself, and gave the principal such a staggering figure he succumbed and has given her a class period for the next year. She had worked 44 hours in two weeks.

An acceptable paper cannot be produced without hours and hours of time to get it ready. And I am not talking about the mimeographing time. That is production. (The paper should be printed, however). The adviser should concentrate on the writing, not the production, although she needs to be trained in

what she wants to get from either the mimeographer or the printer.

The adviser's schedule must be such that she has time to work with her students. Give her at least the same break you give your basketball coach. A minimum of five classes and one of them newswriting with two free periods is essential. And the periods must be free. You can't figure out a way to improve a poorly written story with one eye on the discipline in the study hall or while you're giving out books in the library.

Writing is creative. It takes the teacher's best time and hours of it to plan an interesting way to handle that story which is two weeks old. A feature angle must be found. Then the student needs conference time before revision and rewriting. Then he needs more conference time afterwards.

Another thing! If you are going to be fair with your adviser, you'll give her the good students for her staff. This writing business is dead serious, and she can give her community the best only with the use of the best students in school. Don't push in her newswriting class your semi-illiterates and your discipline problems because you think

that here's at last a place to put them for one more credit. This writing course has to be selective.

Give your adviser a paper at least every two weeks. This monthly effort just smells too loud after it's waited so long. Then don't make her raise the money to pay for it. That's your job.

And don't forget that you wouldn't send your basketball team out to represent your school with no training. A game is over in 40 minutes but this newspaper is preserved in cold print forever.

The advisers are doing a wonderful job considering their handicaps. But give them time, good students, and money to pay for the paper.

Give your paper a chance to be good.

LEE'S SUMMIT HAS 16 NEA LIFETIMERS

Sixteen members of Lee's Summit R-7 Community Teachers Association have taken life memberships in the National Education Association. All 85 members of the group belong to MSTA and the National Education Association.

Those taking lifetime membership are: Dr. B. C. Campbell, William J. Underwood, Jim Brockman, Verdys Taylor, Harriett Ott, Clyde Taylor, Betty Hunnington, Dorothy Mann,

Keith House, Gladys Cornelius, Mildred Rees, Phyllis Heffelfinger, Arthur Heffelfinger, Thurman Stone, Ruth Gunter and Mabelle Walkenhorst.

Two years ago the organization had not a single lifetime member of the National Education Association.

The community teachers association is planning to provide a scholarship fund each school year, beginning in 1956, to be awarded a selected student from the R-7 school district who will major in education.

The fund will be started by each teacher in the district contributing \$1.25, and the rest of the money will be raised by activities planned by the scholarship committee.

CONVENTION PLANNED FOR SCIENCE TEACHERS

About 1,500 teachers are expected to attend the fourth National Convention of Science Teachers to be held March 14-17, 1956 at the Shoreham Hotel in Washington, D. C. The theme of the convention will be "Problem Solving—How We Learn."

Features of the convention will include the annual exposition of science teaching aids and visits to several research centers about Washington including the National Bureau of Standards and the National Institutes of Health.

Scientists and educators as well as experienced classroom teachers, will give talks, serve as panel members and work as leaders in work discussion groups. The convention is being planned by the National Science Teachers Association (NEA).



President and Mrs. George W. Diemer (left) laugh at a witticism by Col. Lester B. Wykoff (standing) as he speaks at the testimonial dinner to Dr. Diemer. Others from left to right are: Rev. and Mrs. Paul W. Czamanske, Mr. and Mrs. James C. Kirkpatrick and Rev. and Mrs. Herbert B. Woodruff. Dr. George W. Diemer, who is retiring from the presidency of the Central Missouri State College, was honored at a testimonial dinner attended by more than 300 persons Oct. 12 at the college.

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Items of Interest

Gordon Beaver is a new teacher of music in the Sikeston highschool. He is a graduate of Central College, Fayette.

O. Wayne Phillips, superintendent, Kirksville public schools, has announced that the faculty in this system is enrolled 100% in the local, state and national professional associations.

Jesse E. Walters, superintendent, Stover public schools, has revealed this system is under way in constructing a \$250,000 eight-room elementary school with basement cafeteria. A new auditorium-gymnasium will also be constructed, designed to carry on a physical education program and house a music department.

Anne Carolyn Bryant has been employed by the Jamestown board of education to teach music in the highschool. She is a graduate of Central College, Fayette.

Mrs. Sue Schmidt of Adrian took a southeast tour of eight southern states and Cuba this past summer.

H. C. Kinder, superintendent, Bell City, reports work is organizing on a \$110,000 building project which includes an addition of four classrooms, principal's office and health room to the school building. An addition to the highschool including a study hall, science room and commercial room is under way.

W. V. Hill, principal, Fulton highschool, 1952-54, is the new superintendent of this system.

Darrel Gourley, coach of the Fulton highschool, was promoted to principalship to succeed Mr. W. V. Hill.

Mrs. Catherine Bohnert is starting her thirty-second year in the Adrian elementary school and is affectionately called the dean of the Adrian faculty by co-workers.

J. C. Butler has been elected by the Greenfield board of education as teacher of physical education in the highschool. He is a graduate of Central College, Fayette.

Charles Reagan of Nashville, Tenn., is the new science and mathematics teacher in the Illmo-Fornfelt highschool.

Louis J. Donati, superintendent, St. James, announced elementary pupils are using the School Savings Program again this year. Investment by the pupils averaged \$150 per month during the 1954-55 school year.

Icie F. Johnson, teacher of journalism and English for several years at Central Missouri State College, has resigned. Miss Johnson plans to give all of her time to writing and editorial work for the present.

E. B. Daniels, superintendent, R-III schools, Platte City, has announced the highschool students moved into a new music department and industrial arts shop last October.

Allen C. Erickson, a graduate of the University of Michigan, is serving as professor of psychology and counselor of men at Southeast State College.

Joan Dishman has been employed to teach mathematics and science in Fulton.

Virginia Calvird received her masters at Central Missouri State College this past summer and is now principal of the elementary school in Adrian.

Joe Underwood, assistant superintendent, Lee's Summit schools, has taken a year's leave of absence to complete his doctor's degree at the University of Missouri.

Reginald L. Carver, a graduate of Central College, Fayette, is the new teacher of physical education in the Elsberry highschool.

Ed Carson, music instructor, Illmo-Fornfelt highschool, was recently

elected president of the Southeast Missouri Band Association.

O. L. Plucker, superintendent, Independence, reports that the Independence public schools are actively engaged in the U. S. Treasury's School Savings Program. Investment by these fifteen schools averaged \$2100 a month during the 1954-55 school year.

Mrs. Gladys Mayhew, secretary-treasurer of the Pattonville CTA, has reported 89 of the 103 teachers in the system enrolled in the National Education Association. She expressed the opinion that the unit would be 100% by the time this issue is received.

Yvonne Hug is teaching physical education this year at Herculaneum.

William L. McKelvey, a recent graduate of Central College, Fayette, is teaching social science and physical education at Clifton Hill highschool.

Philip Hughes, who taught in Arkansas last year, is now teaching science in the junior highschool at Illmo-Fornfelt.

John L. Bracken, superintendent, Clayton, reports that the Clayton public schools continue their interest in school savings and will participate in the program in 1955-56. Investment by Clayton pupils in U. S. Savings Stamps and Bonds totaled \$16,948.45 during the last school year.

TEACHING'S HAPPY MOMENTS



"Merry Christmas, Miss Jones."

Geneva Parmley of the English department, Southeast State College, spent the past summer in Ireland, Wales and England. She had previously visited the British Isles in 1938.

H. G. Puckett, superintendent, Savannah public schools, has reported this district approved a \$223,000 bond issue in a recent election. The funds will be used to erect a new elementary school building on a 12-acre plot.

W. L. Shores, superintendent, Shelby public schools, advises this system is again participating in the Treasury's School Savings Program.

Eleanor Huzar is employed in the history department at Southeast State College. Dr. Huzar during the past 12 years has taught at such schools as Cornell, Stanford and the Universities of Illinois and Indiana.

Charles E. Ferguson, superintendent, Bethany Reorganized school district, reports the new \$310,000 elementary building at Bethany will be ready for occupancy by Christmas.

Stephen Blackhurst, superintendent, St. Charles public schools, announced the completion of a \$410,000 junior high school building. This completes a building program of \$850,000 which was begun about two years ago.

Allen D. Dolph, a graduate of the Northwest Missouri State College last June, is now science teacher and coach in the Sheridan high school.

Mrs. Zelda M. Smithpeters of Lamar, formerly commerce teacher for eight years in Jasper, is now teaching commerce in Lockwood.

Thomas E. Ransdale of Columbia is now teaching music in the Clarksville, Iowa public schools.

Mrs. L. V. Mika of Centralia is a teacher in the elementary schools at Auxvasse.

Carl Walker, a teacher in the Sikeston high school for the past two years is now doing guidance work in the Cape Girardeau system.

Herbert Baker, superintendent of the Pacific public schools, has accepted a new position as social studies teacher and basketball coach at Affton.

D. A. Ferguson, superintendent, Cabool public schools, has reported the faculty in this system enrolled 100% in the National Education Association and the Missouri State Teachers Association. The Cabool district recently let an \$85,000 contract for an addition to the elementary building which will consist of a cafeteria and kitchen on the first floor and a multi-purpose room and health unit on the second.

Hervey A. Edwards, superintendent, Humansville public schools, has announced the completion of a new elementary building and gymnasium.

Georgia Sutherland, teacher of English and foreign languages in Adrian public schools, spent a profitable summer in Old Mexico studying Spanish.

W. F. Swain has reported the Fairfax school district is constructing a new gymnasium with a seating capacity for 1100 spectators. Also under construction is a new eight room grade school.

Hubert G. Gramstad, Missouri representative, D. C. Heath and Co., was recently elected National President of Pi Beta Alpha, the professional bookmen's organization of America. Mr. Gramstad served as vice-president of this organization last year. The next national meeting will be held in Portland, Oregon.

MATHEMATICS TEACHERS CHRISTMAS MEETING

A youth forum on "Why Should I Study Mathematics?" will be one of the highlights on the program when the National Council of Teachers of Mathematics holds its Sixteenth Christmas Meeting in Washington, D. C., Dec. 27-29. Sessions will be held in the Sheraton-Park Hotel.

Other special program features include a series of "Here's How I Do It" sections, the showing of mathematics films and filmstrips, mathematics laboratories, and discussions of the new techniques in the teaching of mathematics.

Featured speakers include Raymond J. Seeger of the National Science Foundation, who will discuss "The Mathematical Sciences and the Problem of Manpower," and H. P. Ettlinger of the University of Texas, who

will speak on "Mathematics as a Profession."

Special sight-seeing and education tours have been arranged.

A MESSAGE TO YOU

Superintendents, principals, and teachers have contributed a great deal of time and talent to the National Foundation's poliomyelitis vaccination program, now coming to a successful conclusion in Missouri. The unforeseen delays, uncertainties, and confusion which occurred shortly after the program started have made this achievement all the more remarkable. Despite the difficulties, however, I am sure you will agree that the prospect of eliminating paralytic polio has made it a worthwhile undertaking. All reports of second inoculations are not yet in, but 154,000 children received the first dose of vaccine.

Without your help in organizing clinics, in record keeping, and in transportation, it is questionable whether this program could have been undertaken. I am most grateful to you, not only for your participation in this project, but for your interest and cooperation in all matters pertaining to the health of school children.

Since I do not know all of you who helped in the polio vaccination program I am using this means to thank you. I hope you will accept it as a personal expression of appreciation.

Sincerely,

James R. Amos, M.D.
Director

Missouri Division of Health
Jefferson City, Missouri



"Just wait until I write my memoirs!"

JUNIOR HIGH MEETING RESULTS PUBLISHED

The reorganization of the school system to include the junior high school was the subject of a national conference in Washington last February. The proceedings of that conference have been documented in a pamphlet called "Strengths and Weaknesses of the Junior High School."

Forty leaders in the junior high-

school field met for two days with 20 members of the U. S. Office of Education staff. The 56-page document summarizes the ideas resulting from their study of the half-century-old history of the junior high.

The Department of Health, Educa-

tion and Welfare has published this booklet to make these ideas available for the guidance they may afford educators. It is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., price, \$40.

Would You Like to Teach in California?

Salary schedules may range from \$3900 up to as much as \$7000. Living expenses are quite reasonable. Several schools have already reported that their personnel men will be in our offices in early 1956 for interviews. For further information write ILLIANA TEACHERS SERVICE, Champaign, Illinois.

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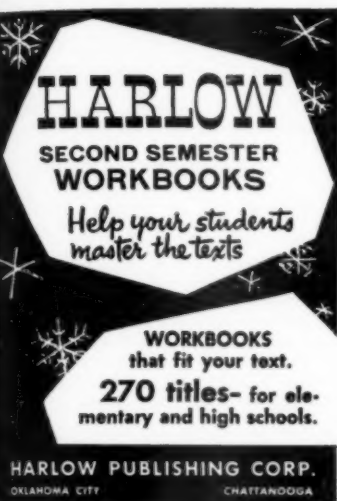
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IT'S CHRISTMAS



Stars like frosty snowflakes glisten.
Trees are still, as though they listen
For the far-off bells that chime
Their blessings on this happy time.
Children sleep, and, dreaming, see
The magic, present-laden Tree,
While mothers watch and think of one
Who in a stable lulled her Son.
In town and country neighbors go
Caroling across the snow,
And hearts and homes are opened wide.
To let the lonely come inside.
Lord, may this love and joy abide
With us until next Christmastide!

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MAN AND WIFE COMBINATIONS WELCOMED

The superintendent of the American Antilles Consolidated Schools in Puerto Rico plans to be in our offices early in 1956 for interviews. For further information write ILLIANA TEACHERS SERVICE, Champaign, Illinois.

Member National Association of Teachers Agencies

N. E. DISTRICT GROUP CHOOSES OFFICERS

The 1955-56 officers of the N. E. District Elementary Principals Association were chosen at a business meeting Oct. 7 held in Kirksville as part of the N. E. District teachers meeting.

The officers chosen were: Leslie White, Kirksville, president; Charles Gingrich, Troy, vice-president; Elisabeth Sloop, Marceline, secretary-treasurer.

TEACHERS COLLEGES ACCREDITED IN STATE

The National Council for Accreditation of Teacher Education has accredited seven Missouri colleges for the 1955-56 school year.

The council is an organization which accredits programs which meet their requirements for teacher education. It also purposes to provide encouragement for groups which improve teacher education.

It was organized to provide a more democratic base of representation in the formulation of policies and procedures relating to accreditation. A representative of one of the five constituent education groups is John L. Bracken, superintendent of schools, Clayton, Mo.

The seven accredited schools in Missouri are: Central Missouri State College, Harris Teachers College, Northeast Missouri State Teachers College, Northwest Missouri State College, Southeast Missouri State College, Southwest Missouri State College and Washington University.

\$500 Given to Cheek Memorial Fund

The Dr. W. Virgil Cheek Memorial Fund, a movement to establish a memorial to the late leader in Missouri education and professor at Southwest Missouri State College, has received contributions amounting to more than \$500.

This money was contributed by Dr. Cheek's former students, his friends and his admirers. A memorial fund committee has been organized to select the memorial, advance the fund and increase the number of contributors.

One suggestion for the use of the money is that it be used to create a student loan fund to be administered through the business administration department at SMS, the department which Dr. Cheek formerly headed.

The Missouri Parent-Teacher Association has already set up a sum of money in the Caroline B. Ullmann Student Loan Fund in memory of Dr. Cheek.

Members of the memorial fund committee are: Mrs. Herman Engle, Dr. L. E. Pummill, Mr. Harold Skelton, Mr. Howard Butcher, Dr. Inks Franklin, Dr. James C. Snapp, Mr. R. W. Anderson and Dr. Roy F. Little.



Oil portrait of the late Dr. Theophil W. H. Irion, former professor of education and Dean of the College of Education at the University of Missouri, which was presented to the University recently by the widow and son of the well-known Missouri educator. The portrait hangs in A. Ross Hill Hall, new building housing administrative offices and classrooms of the college which he served for more than a quarter of a century. The portrait was painted by Charles F. Galt, noted St. Louis artist.

LEGISLATION WORKSHOP JANUARY 18

The Kappa field chapter of Phi Kappa Delta and the city school superintendents of the Central Missouri Teachers District will hold a workshop on the campus of the Central Missouri State College on January 18.

Needed school legislation will be the subject under discussion with the legislators of this district invited as special guests.

To start the meeting discussion groups will be held in the laboratory school auditorium at 2 p.m.

Reports of committees will then be given at a dinner meeting to be held at Todd Hall. Senator C. R. Hawkins of Brumley will be the speaker at the evening session.

SPRINGFIELD SCHOOLS ISSUE COURSE CHART

In their continuing effort to inform parents about the educational program the Springfield Public Schools have issued summary charts of the programs to all parents.

On one side the general course field is described. For each the method of teaching is outlined and the reasons for including it in the curriculum are given. On the other side some of the viewpoints, policies and procedures are listed with their aims, methods and results.

The chart is headed by a statement of creed by the schools, concluding: "The public schools should help all individuals, within limits of their respective capacities, to be competent citizens and willing to assume their responsibilities."



Mrs. Alice Hawley of Peoria, Ill., schools says young folks love keeping up a Scrapbook.



Scrapbook "Thriller"

Youngsters get so much pleasure pasting, cutting-out and making scrapbooks—here's idea for using them you might care to adapt although this comes from kindergarten teacher, Mrs. Alice Hawley (Peoria, Ill.)



Scrapbooks, from the experience of most teachers, have possibilities in all grades. Likewise this use of children keeping up own scrapbooks as school-year record.



Just about everything goes into the child's scrapbook for record that both child and family will enjoy looking at, end of year.

Pictures, poems, songs, daily number work, spelling papers, finger-plays in 1st grade; stories and compositions in older grades—holiday costumes and pageants... all this gets into the book.

Individuality and personal importance play no small part in the enjoyment of keeping such a scrapbook.

It is interesting to pupils to see their own progress from month to month in drawing and school work generally. Parents, delighted, too.



Field trips in school busses to a farm or zoo or museum make exciting material in photo and illustrative material. Teacher takes snap shots—pastes on bulletin in schoolroom and may be ordered at cost.

Teachers can find worthwhile seatwork from this kind of scrapbook, and, it serves not only as a bond between teacher-pupil but not to be overlooked is the parent-teacher-pupil bond it helps cement.

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DEATHS

CLEO TAYLOE

Mrs. Cleo Tayloe, fifth grade teacher for the past ten years in the Fulton elementary schools, died recently.

LILLIAN M. BUTCHERS

Miss Lillian M. Butchers of Carthage died September 19. For more than 40 years she taught in the Carthage school system.

BESSIE ALLEN

Miss Bessie Allen of Union Star died October 5. She had taught in Union Star and neighboring communities for approximately 50 years.

MAUDE A. THORNSBERRY

Mrs. Maude A. Thornsberry, 55, of Swedeberg, Mo. died Oct. 8 at her home. During 20 years of her life she had given service to the public schools teaching at Bates, Miller, Oaklawn, Swedeberg, Crocker, Hickory Grove and Shady Grove.

RAYMOND R. BRISBIN

Mr. Raymond R. Brisbin, 58, principal, Southwest highschool, St. Louis, died unexpectedly of a heart attack Oct. 16.



Raymond R. Brisbin

From 1945 to 1951 Mr. Brisbin served as a member of the executive committee of the Missouri State Teachers Association, one year as chairman. He was currently serving as a member of the MSTa committee on Teacher Education and Professional Standards.

Mr. Brisbin had his elementary and highschool education in Cass County, attended the Warrensburg State College and graduated in 1934. He continued training at the University of Missouri, getting his master's degree in social studies in 1937.

He taught in rural schools in Jackson and Cass counties and served as an elementary school principal at Marshall. He was a classroom teacher at McKinley highschool, St. Louis, for 17 years and assistant principal there for nine years.

For six years a member of the executive committee of the St. Louis District, he was chairman for two years.

He was also chairman of the MSTa Committee on Salaries and Tenure of Office in 1941 and served two years.

During the campaigns for the passage of state constitutional amendments one and two and Referendums 1 and 2, Mr. Brisbin's service was outstanding.

He is survived by his wife, Dr. Ethel Brisbin.

MARY ALBERTINE BARRON

Miss Mary Albertine Barron, at the age of ninety, died on October 10. She had been an outstanding pioneer teacher and principal in the Wellston schools from 1905 until the time of her retirement in 1947. Since her retirement Miss Barron had lived in her home at 617 Lee Avenue in Webster Groves, having moved to this home as a girl in 1876.

JAMES L. McCLANAHAN

James L. McClanahan, 47, a former teacher at Normandy and Maplewood highschools in St. Louis County, died of a heart attack, Oct. 25.

Mr. McClanahan began his teaching career in the Hayti highschool, Pemiscount County in 1933 and joined the Normandy highschool faculty in 1936. He was a science instructor and coach in the B football team there for six years and held the same position in Maplewood highschool from 1942 to 1946. At that time he became an agent for the Lincoln National Life Insurance Company in which position he was serving at his death.

CHESTER ALLAN O'DELL

Chester Allan O'Dell, Higbee banker and former Higbee superintendent of schools, was killed in a car accident at Quinter, Kans., Sept. 7.

Mr. O'Dell went to Higbee as a teacher in 1909 and soon became superintendent. Except 10 years when he was employed by the Federal Land Bank of St. Louis, he held this post until 1945, when he became president of the Higbee bank.

He was born April 1, 1877 at Belton, Mo., attended Belton public schools and Warrensburg Teachers College where he received his B.S. degree. Graduating from Chicago University Law School, he never practiced but did graduate work at Columbia University, where he received his M.A. in education.

V. G. JONES

Vachel G. Jones, 75, a former mayor of Linn and a teacher in Osage County schools for 53 years, died July 18, 1955 at his home in Linn following a two-year illness. The former superintendent of schools of Osage County and at one time deputy circuit clerk had kept a record on all schools taught together with the names of his pupils, board members, salary and places where he boarded. One of the first entries was dated 1899 when he taught the Miller Grove school at a salary of \$180 for the term. He noted that his

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board that year was \$6 monthly and horse feed.

He received his education in Linn school and Central Missouri State College at Warrensburg.

Surviving with his wife are a son, Melvin V. Jones of Owensville, and a daughter, Mrs. Bill Campbell, teacher in special education room in Owensville.



SINGLE SALARY SCHEDULE CONSIDERED

The Community Teachers Association at East Prairie has a teacher committee at work on a single salary schedule.

The president of this newly organized community teachers association, Mary F. Moore, has announced that all 44 members of the faculty are enrolled in the National Education Association and the Missouri State Teachers Association.

PRINCIPAL EXPLAINS READING PROGRAM

A combination of sight and phonetic teaching is used in reading instruction in Butler, Mo. Elementary school, W. O. Durham, principal, told the Butler Parent-Teacher's Association at a meeting Oct. 13.

The development of this program was related by Durham, beginning with the use of phonetics years ago, the introduction of the word-memorization sight method and the synthesis of the two in the present program.

EMPHASIS ON SCIENCE SHOWN IN ST. JOSEPH

In answer to criticism that modern schools do not emphasize mathematics and science courses, the St. Joseph Sun News Press ran an article Oct. 16 showing that in three St. Joseph high-schools there were 1604 enrollees in math or science courses.

A check of Benton, Central and Lafayette highschools counted 907 students in math and 697 in chemistry, biology or physics. The article was written by Mary Helen Burrows, press staff writer, from a study made by G. M. Coleman, assistant superintendent of schools in charge of instruction.

DR. LUCKEY TO ISSUE SECOND POLIO BOOKLET

Dr. D. F. Luckey of Tarkio, Mo., plans to send his second edition of "Polio Facts" to county school super-

intendents soon after the first of the year.

Missouri, he says, kept its polio count below that of surrounding states in 1954, and in 1955 reduced it to one-third of the previous year's incidence.

Dr. Luckey predicts that if teachers and superintendents try hard, polio may almost be stamped out next year permanently and without much expense.

PI LAMBDA THETA AWARDS

Alpha Chapter of Pi Lambda Theta has announced a new scholarship for a sophomore girl majoring in Education at the University of Missouri. Mrs. Betty Louise Kappelman Wolverton of Lohman, Mo., has been given the award for 1955-56.

This is the second of such awards established by Alpha Chapter. The other, given annually since 1927 to a junior girl majoring in Education at the University, has been received by Miss Helen Lehenbauer of Palmyra, Mo. for the 1955-56 school year.

MSTA TO LEND RECORD OF "HOBO KID" TALK

MSTA is making available to Missouri teachers a 40-minute talk on record by Billie Davis, "The Hobo Kid!" Miss Davis tells of her belief in the American public school and its effect in helping her overcome an underprivileged childhood.

Her story has appeared in several national magazines and has proved inspirational to teachers and educators.

Borrowers must pay only return postage, no rental fee. Write Missouri State Teachers Association, Columbia, Mo.

PRINCIPALS TO TOUR MILITARY BASES

Three Missouri highschool principals were selected to accompany principals from other states on a tour of U. S. military installations during the week of Oct. 31.

They were Jim Brockman, Lee's Summit; Howard Latta, Webster Groves; and Marion Gibbins, St. Joseph Central.

LEGION SUPPORTS AMERICANISM WEEK

The program for "Know Your America Week," November 20-26, was sponsored in Missouri by the Americanism Commission of the American Legion, Department of Missouri.

Dr. Rudolph Zern, St. Louis, chairman; and Dr. Emmett Ellis, Warrensburg, secretary of the Commission, led the campaign to publicize the program.

The celebration sought to develop national spirit in local communities and advance the fight against Communism. The program was sponsored nationally by the All-American Conference to Combat Communism.

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FILM DEPARTMENT

Missouri State Teachers Association
Columbia, Missouri

EDITORIAL

Next On The Agenda

LAST October 4 when the people of this state spoke by the ballot so decisively for the improvement of public schools a giant stride forward was realized.

Referendums 1 and 2 should do a lot to help solve two of the three most pressing educational problems facing Missouri. The Foundation Program when financed in full will help materially in solving our problems of providing funds for a soaring school enrollment and in securing qualified teachers.

The goal of the Foundation Program was to help provide the funds needed day by day to buy a basic educational program for every boy and girl in this state.

However, the Foundation Plan makes no direct contribution toward solving our huge problem of providing the classrooms necessary to house the ever increasing number of students entering public schools each year.

Funds are necessary to increase salaries of qualified teachers and to employ additional teachers to prevent unreasonable teacher-pupil ratio loads. Funds are necessary for current expense of operating the classroom. Funds are necessary to build new classrooms. Missouri will need 8,500 more classrooms by 1960. It is estimated Missouri should spend a minimum of \$185,000,000 for these classrooms.

Our constitutional bonding capacity for school buildings is 10 per cent of the assessed valuation. Only ten states have a higher limit for this purpose. Even so, school districts in Missouri all too often find they have bonded to constitutional capacity and still can't raise enough funds locally to provide adequate classrooms for school children. Other districts may not be bonded to the limit but they are so close to extend to the limit would still leave them so far short of the actual amount needed as to make the step unwise.

Our National Congress has recognized the school building crisis. Many bills to help meet this problem were introduced in the first session of the 84th Congress. Extensive hearings on school construction were held by House and Senate Committees. There has emerged from these and other discussions HR 7535 commonly conceded to be a compromise bill. On the one hand it includes some of the bond-purchasing and school building authority features of the administration proposals. On the other hand it authorizes substantial grants-in-aid to the states along the lines of flat grant bills.

Specifically HR 7535 opens up three avenues by which federal assistance can be extended for construction of school buildings:

1. The bill authorizes grants-in-aid totalling \$1.6 billion at the rate of \$400 million per year for four years.

2. The bill authorizes creation of a \$750 million revolving fund for federal purchase of bonds of school districts unable to sell their bonds at reasonable rates.

3. The bill authorizes the federal government to make advances to reserve funds of state school financing agencies which would in turn construct school buildings to be rented to local school districts.

Of the \$400 million annual appropriation Missouri would receive \$9,477,012 per year.

As usual there are those who object to the bill on the basis of the federal control bugaboo. For one to oppose federal aid because of the supposed danger of federal control is to in effect say it is not possible to write the simplest of statutory prohibition or to infer that those who would administer the law would not have the capacity to restrain themselves. We can't believe either is true.

Federal funds used for constructing a school building become in the end stone, brick, mortar, steel and wood. What possible control could be exercised over these materials as they stand in a building.

Under HR 7535 the Missouri State Department of Education would administer the law within this state. Allocation of the \$9,477,012 in funds would be based upon state plans taking into consideration (a) the financial resources of local school districts, and (b) efforts to provide for need as indicated by overcrowding or use of obsolete facilities.

HR 7535 will be a part of the pending business of the House when it reconvenes in January, 1956.

Before it can be passed by the House, two steps must be taken.

First, the Committee on Rules must report a special resolution making it in order for the House to consider HR 7535. Second, a majority of the 435 members of the House must be sufficiently convinced of the importance of school construction legislation to vote approval of HR 7535.

To help get action letters should be written to Missouri Congressman Richard Bolling asking him as a member of the Rules Committee to help secure a special rule from the committee making it in order to debate HR 7535.

Inform laymen about this bill. Keep in touch with your Congressman and have laymen do likewise. Call on your Congressman before he returns to Washington in January.

HR 7535 would help Missouri round out its program for the advancement of schools. Let's complete the job!

"Educate the 'cut-throat' phrase and the 'Far-sighted' have seen education something more than a 'cut-throat' phrase. Oil has been a 'cut-throat' phrase. Education."



Fahey Flynn asks:

SHOULD BUSINESS HELP SUPPORT OUR COLLEGES ?



FAHEY FLYNN, well-known radio and television newscaster.
WBBM, WBBM-TV, CBS, Chicago

DR. LAURENCE M. GOULD,
president of Carleton College,
Northfield, Minnesota:

"Education has been described as the 'cutting edge of progress.' The phrase aptly shows the interdependence of business and education. Far-sighted businessmen already have seen the danger signs in rising educational costs and are doing something about it. The financial aid of organizations like Standard Oil has helped greatly to avert what might become a major crisis in education."



DR. FRANK H. SPARKS,
president of the Associated Colleges of
Indiana and president of Wabash College,
Crawfordsville, Indiana:

"Almost everyone agrees that it is to the advantage of business, education, and the state that the privately-financed colleges of America remain independent and strong. Since privately-financed education and privately-financed enterprise have a common stake, contributions to colleges are sound, long-range investments for any business. Standard Oil has done great service to America in recognition and support of this principle."



HAROLD A. LINDAHL,
graduate student,
Illinois Institute of Technology,
Chicago, Illinois:

"The great shortage of scientists and engineers is one of America's most serious problems. Fortunately, some companies have started to correct this situation by giving financial help and encouragement to students who are studying for such careers. In my own case, a Standard Oil Foundation fellowship has made it possible for me to study for my doctorate in chemical engineering at Illinois Tech."



RALPH F. KRAUSE, JR.,
senior at Grinnell College,
Grinnell, Iowa:

"Large companies like Standard Oil rightly have taken an interest in education. Students often find it difficult to earn enough to meet their many college expenses and still devote enough time to studying. Scholarship grants, such as the one I have received from Standard Oil Foundation, permit a student to concentrate on the business of learning."



Financial aid to our colleges and a helping hand to serious and able youngsters serve to keep America strong and free. That is why we of Standard Oil believe very definitely that business should help support our colleges. Thirty-seven graduate and undergraduate college and university students are studying under Standard Oil

Foundation fellowships and scholarships. Selection of all students receiving such individual awards is made by the colleges. The Standard Oil Foundation also has set up a yearly grant of \$150,000 to aid privately-financed liberal arts colleges through their state associations in Mid-western states.

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